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ABSTRACT

The papers in this lecture series are: "Meeting National and International Library Needs" which describes the work of the National Agricultural Library; "The Library and the Collector: The Newberry Library" which relates the history of and the contributions to the library and concludes that entrepreneurship and hard work are required for intelligent book collection; "Undergraduate Libraries in Large Universities: Basic Policy Questions and Problems" which outlines topics of concern to these libraries; "Compiling and Publishing Reference Books" which states the individual, the group and the compiler-publisher all have an important place in the production of reference books; "U.S. Office of Education's Long-Range Plans for College and University Library Development" which describes new Federal patterns for these plans; "Rare Books - What and Why" which presents guidelines for rare book selection; "The University Library and Social Change" which discusses the need for greater response to the impact of social change; and "The Phantom of the Library: The Creative Subject Specialist" which describes cures for some library ailments. (An earlier document in this series is LI 001 333.) (AB)

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LIBRARY LECTURES

LOUISIANA STATE UNIVERSITY

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Louisiana State University Library

numbers nine through sixteen

November 1967 - April 1970

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Foreword

The Louisiana State University Library wishes to express its appreciation to two persons who have been such a vital part of the LSU Library Lectures: Mrs. Ella V. Aldrich Schwing and Mrs. Sue B. Von Bodungen.

Mrs. Schwing, librarian, educator, author, civic leader, and outstanding friend of the LSU Library, has generously continued to sponsor the lectures. Without her support the Lecture Series would not have been possible, and we are most grateful to Mrs. Schwing.

The Library acknowledges the contribution made by Mrs. Sue B. Von Bodungen to *Library Lectures* through her editorship of the first and second issues. Her dedication to the task of publication will continue to be appreciated by all who read and benefit from those issues.

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Meeting National and International Library Needs

BY FOSTER E. MOHRHARDT

As we move into the final third of the Twentieth Century, we already notice an increasing interest in "futurism"—an impulsion in nearly every field to predict what is going to happen in the year 2000. Since I want to discuss today long-range interests and plans of the National Agricultural Library and those of the land-grant institutions, I would like to distinguish "futurism" as an attempt to express an imaginative picture of life in the year 2000, from "long-range planning," a relatively more conservative, practical plan built around a continuity of step-by-step developments.

All of us in the library profession, exposed as we are to as wide a range of knowledge and information as any other professional group, should be aware that powerful forces both within and without the library profession are demanding changes in our objectives, methods, and techniques if we are to continue as a vital element in American life.

You have expressed an interest in what we in the National Agricultural Library are doing and plan to do on a long-range basis. As our first step, a basis for both evaluation and planning, we have attempted to identify both specific and broad forces, in addition to internal and external forces that will result in a re-shaping of our objectives and our efforts at attaining them. As I review these forces,

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The ninth lecture in the Library Lectures Series was delivered by Foster E. Mohrhardt, Director, National Agricultural Library, on November 10, 1967. Following his retirement as director in 1968, he became the Program Officer for the Council on Library Resources, the position which he now holds. Dr. Mohrhardt's experience includes serving as chief of the Library Division of the U.S. Veterans Administration, visiting professor in the Library School at Columbia University, and contract consultant of Brookhaven National Laboratory. He has served as president of the American Library Association, of the Association of Research Libraries, of the National Federation of Science Abstracting and Indexing Services, of the International Association of Agricultural Librarians and Documentalists, as well as the U. S. Book Exchange, and as vice-president of the American Association for the Advancement of Science,

I am impressed with the fact that your library—and land-grant libraries generally—are as susceptible to the influence of these forces as are we in a national library.

FORCES TO CONSIDER

One advantage in the "long-range" approach, as contrasted with "futurism," is that in the former we are permitted a look back as well as ahead. If we are to evaluate our present position we must try to assess accomplishments, and, further, we must identify areas of change, particularly those of greatest intensity. If we are to plan for the 30 years ahead, we might profitably look first at what has happened in the past 30 years to identify developments that have greatest significance for us. There is much general and public concern today with environment in its broadest sense. In reviewing these developments, therefore, I hope that we might be building a feeling for the present environment of libraries, an attempt to take us away for a few minutes from our day-to-day niggling problems to those broader ones that must be faced and related to our local as well as national plans. I consider the following developments over the past 30 years as highly important to all of us in evaluating our responsibilities and drawing up plans:

1. Recognition of the academic and research library as an essential element in university, industrial, and scientific programs.
2. Unprecedented growth in the quantity and complexity of scientific and research publications. The emphasis on quantitative growth has overshadowed other factors in publication that have had even greater impacts upon the complexity and responsibility of the librarian's task. Among these other changes we should note:
    a. The initiation and deluge of "report literature," (the reporting of research and technological development). The identification, location, evaluation, and procurement of these publications present a constant challenge to librarians.
    b. Publication of significant work in more countries and

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and of the International Federation of Library Associations.

Dr. Mohrhardt holds an A.B. degree from Michigan State College, a B.S. degree from Columbia University, a diploma from the University of Munich, an M.A. degree from the University of Michigan, an honorary LL.D. from Kalamazoo College, and an honorary D.Lit. from Michigan State University. Among many honors received, he was the recipient of the U.S. Department of Agriculture's Distinguished Service Award in 1963.

    more languages than ever before. In our library we must locate and acquire publications from 150 countries and in more than 50 languages.
    c. The proliferation of reprints, separates, and other miscellaneous off-shoots of conventional publication.
    d. New photocopying methods and devices, including Xerox, microfilm, microfiche, microcard, etc. Although some of these developments were well underway and were used in libraries in the 1940s, the extension and development of these formats have added new dimensions to library problems.

3. Unprecedented growth in universities, including the number of students and faculty, and also the complexity of new courses and new services.
4. Development of new fields of knowledge and research. Space science is an immediate and obvious example of an entirely unanticipated addition to the librarians' intellectual responsibilities and resources.
5. The development and expansion of areas such as information storage and retrieval, documentation, and science information services. Although these are based upon good library experience and practice, they include refinements and developments which must be recognized and adopted by libraries.

A discussion of any one of these items could take more than the time allotted. I would, however, like to add two comments that I think must be considered by all of us. First, these selected developments as a group show the highly complex and demanding challenges that we face today. Second, they also represent complex challenges to our patrons who are urgently in need of today's intellectual output. As difficult as are our problems in handling these developments, they are far greater for our patrons who do not have our specialized knowledge, resources, and experience.

No competent librarian would ever ignore the important place that the user has in our total planning, yet there are times in our efforts to even keep up with day-to-day demands when we don't give as much thought or emphasis to the producer and user of information as we should.

RESEARCH NEEDS

The researcher, the student, the teacher are now turning to the librarian for expanded and more imaginative help than ever before.

A land-grant university scientist summarized the communication chain as follows:

> The function of the scientist is to add to knowledge. He can add to knowledge only if he communicates to others what he has learned. Communication, then, is an essential, integral part of the apparatus of scholarship, whether the scholarship is devoted to unfettered discovery of truth or to application. . . . Writings in the scientific literature form the bases for the widest extension of scientific knowledge. A scientific paper published in a scholarly and prestigious journal may be read by far fewer fellow scholars than each of us would like to believe. But an interested scholar here and there will take from the paper, perhaps refining the data and conclusions in his own laboratory and thought, and promulgate the written knowledge to many colleagues and students. . . . Publication in the scientific literature can be and generally is the most important product of the scientist. A scientist writing for publication in a scholarly journal will anticipate the scrutiny of his work by his peers. He will work and rework his statements of data and conclusion. He will become cognizant of the weaknesses and strengths of his schemes of attack and his methods of analyses. He will develop thereby his most creative and productive ability.[1]

As librarians we recognize the interrelationship between research and publication. Research produces publications, and publications in return are the basis for further research and development. Time is an important ingredient in the total resources of the scholar or research worker. All too often prior investigation and research work are ignored or unused as a result of the inability of the research worker to readily locate and obtain the publications he needs. This is one of the greatest challenges that faces us in the library profession today, the urgent need for local, state, and national cooperative action in collecting, organizing, and providing ready service on all important publications.

Early warnings of problems, challenges, and changes have been given to all libraries. We have felt the full impact at the national level of the variety and assemblage of pressures and impacts. We are aware of the need for developing plans for immediate and long-range solutions. Too many of our efforts have been focused on special or limited activities.

Now at the National Agricultural Library we have selected five major areas of concern to us in the initiation of our long-range plans. The impingement of these upon your own interests and activities is immediately evident.

These areas where we are working with greatest emphasis are:

I. Coordination of acquisitions, cataloging, bibliographic production and public services with the National Library of Medicine and the Library of Congress.

II. Network development of cooperative library services with land-grant institutions.

III. Development of an agricultural thesaurus (vocabulary).

IV. Systems study and automation planning.

V. Development of specialized information centers.

Looking at each of these activities will, I hope, give you a general feeling for our approach to national solutions.

I. *National Library Cooperation*

The three national libraries have established a "Task Force on Automation and Other Cooperative Services" composed of top staff members from each of the libraries. The Task Force is considering the following elements for possible incorporation in a joint system:

1. Book catalogs.
2. Card catalogs.
3. Bibliographies.
4. Location of information on bibliographic items
    a. Within the three national libraries
        1) Processed or cataloged
        2) In process, on order, etc.
    b. Within other libraries.
5. Joint cataloging.
6. Statistics.
7. Acquisitions
    a. Exchange programs
    b. Purchases
    c. Elimination of duplication
8. Reference Services (including interlibrary loan).

In announcing the cooperative program, Dr. L. Quincy Mumford said, "To speed the flow of research information to the Nation's libraries and to the scholars and researchers who use them, a coordinated library automation effort is being planned by the three national libraries."[2] The goals are:

1. The development of a national data bank of machine-readable catalog information to be located in and serviced to other libraries by the Library of Congress.

2. A national data bank of machine-readable information relating to the location of hundreds of thousands of serial titles held by American research libraries.

I can report that work is well along at the Library of Congress on the planning for the establishment of a center for serial publications. This is the program which has been proposed by the Joint Committee on the Union List of Serials.

II. *National Agricultural—Land-Grant Library Network*

Just as we find it necessary to coordinate all of our work with that of the other two national libraries, we find an equal urgency to look toward greater cooperation with you and the other land-grant universities. We have all recognized the problems, identified broad needs, and we agree on the idea of a national bio-agricultural network. Major problems arise when we begin designing, organizing, and operating such a network. American libraries have been utilizing during the present century most of the fundamental elements necessary for an effective network. We have a national interlibrary loan system, standardization of catalog cards through the Library of Congress, codes and rules for subject headings, storage centers, and planned sharing of responsibility for acquiring publications in some subject fields.

In order that we may build on our established library relationships and develop a formal network, we have underway a two-year research project. This is being carried on to develop a long-range plan for strengthening and expanding cooperative activities among the libraries of the land-grant institutions and the National Agricultural Library. In cooperation with EDUCOM, a survey is being made of current qualitative and quantitative service relationships among the libraries. We will soon begin visits to various land-grant institutions to study at firsthand the areas where closer cooperation can be worked out with the National Agricultural Library. Louisiana State University is one of the libraries selected for a study visit. Following these studies will be the outlining of systems and the determination of basic technology required to work out a communications network for the agricultural library community.

Mr. Joseph Becker, Director of Information Services for EDUCOM, is responsible for the project. We hope to assemble and organize information which will enable us to arrive at:

1. A definition of the subject areas to be included.

2. A specification of the various cooperating libraries and their specialized responsibilities.
3. A clear and definitive explanation of the users of the system including the variety of their needs.
4. A basis for the funding and continuance of such a system.
5. Plans for a referral system.

Often when suggestions are made for centralized control and management, there is a suspicion that the result would be a transfer of power to the central point. This is not true in the case of library cooperation and coordination. Moves toward centralized cataloging, increased sharing of resources, and the wide variety of cooperative and coordinated activities have generally resulted from the inability of local libraries to meet the needs of their clientele. The pressures from the country today are greater than ever before for centralization of basic library activities and services. One impelling force is the tremendous increase in the quantity and complexity of the library and information problems.

Any network developed in our subject area will be jointly developed by your library and the other land-grant universities in conjunction with our efforts.

III. *Agricultural/Biological Vocabulary*

As the Library's first step in establishing an improved communication system for its storage and retrieval efforts, a standard vocabulary has been developed and issued. Even in its present tentative preliminary and inadequate form, the vocabulary provides for the first time a basis for a common language to be used by the Department of Agriculture, the land-grant institutions, agricultural specialists throughout the United States, and specialists in every part of the world. As in all of our long-range efforts, we have tried to make this a cooperative effort between our library, the scientists, and the land-grant institutions. The basic list was developed cooperatively between representatives of these groups. In addition, we have tried to arrange the vocabulary to be compatible with other lists such as those of the Library of Congress, the National Library of Medicine, Engineers' Joint Council, Project LEX, and COSATI. The first edition of this work, issued in August 1967, is published in two volumes. Volume I includes the terms under 15 major fields further divided into 98 specific subject groups. Volume II is an alphabetical list of the terms with references to preferred terms, narrower terms, broader terms, and related terms.

Such a list is a basic tool for the development of an automated information storage and retrieval system, with implications of basic usefulness to the land-grant institutions as well as to the National Agricultural Library.

The subject fields important to agriculture or research are broad enough to cover practically every area of knowledge. Our specialized vocabulary concentrates on those fields that are generic to the major interests of the Department and our library collection. We look forward to the eventuality of compatibility between vocabularies in all subject fields. It is pertinent to point out that even within the national libraries there are areas of some overlap. For example, both the National Library of Medicine and the National Agricultural Library have interests in and needs for publications in veterinary medicine. Both libraries also have vocabularies which cover this field. We are making every effort to obtain as close correlation as possible so that users will not have to familiarize themselves with an endless variety of thesauri or vocabularies. We are also anticipating a major feed-in of suggestions, criticisms, and improvements from the land-grant libraries so that the next edition will be more complete and more accurate than this initial issuance.

IV. *Systems Study and Automation*

The National Agricultural Library has a long tradition of pioneering work in improved methods of library management and service. In 1910, the first experiments were made in photographing copies of articles for those who could not use them locally. In 1934, in cooperation with the American Documentation Institute, the Library set up the first major documentation center using microfilm and photocopying of articles for workers. Then in the 1950s Dr. Ralph Shaw developed the "Photoclerk" which utilized photographic procedures instead of manual typing for many library routines. This was followed by his development of the Rapid Selector, a breakthrough in the automation of information storage and retrieval. With all of this background, the Library has been alert to the need for planning that would lead to automation or computerization of many of its activities. Hence, in 1962, the U.S. Department of Agriculture established Task Force ABLE (Agricultural Biological Literature

Exploitation) to make a systems study of the National Agricultural Library and its users. Members of the Task Force included representatives from all of the Department's interests as well as those from land-grant institutions and other government agencies. The Task Force also included experts from many professional fields within the Department. In commenting on the Task Force, Secretary of Agriculture Orville Freeman said, "A Library is only as good as its ability to provide those seeking information with access to the material they need. As the written record of man's knowledge increases, the essential task of our libraries becomes more difficult. There is more published information to be placed where it can be readily used, and there are more people asking for this information. New systems and techniques for communicating this information are proliferating, and they must be evaluated."[3] The Task Force study included extensive investigations into the use of publications by Department employees, fields of interest, and major statistical studies. It also included an exhaustive examination of all the library's procedures and activities.

In the two years following the issuance of the report the library computerized the indexes to the Bibliography of Agriculture and developed a Pesticides Information Center which will be described later. There was still the need, however, for a basic systems analysis and design for a total library automation program.

Since the Library did not have within its own staff the competence to make such an analysis, a contract was made with Booz-Allen Applied Research Inc. for this study.

The first phase of the systems study has been completed. It included an extensive examination of the Library's operations and the development of four alternative methods for computerization of the total library activities. Basically, the alternatives were for either a batch process or an on-line system.

It is hoped that when an eventual system is designed that it will bring together in one continuing operation the acquisitions, cataloging, bibliographic, lending and recording services, as well as those of the Bibliography of Agriculture and the Pesticides Information Center. The system must also be compatible with programs developed at the Library of Congress and the National Library of Medicine. A further requirement is that the system must provide for the furnishing of information on magnetic tape to land-grant institution libraries throughout the country. Our ideal would be a system that provided for constant feed-in and feed-back between the National Agricultural Library and the land-grant libraries.

One method for carrying out this constant communication would be a long range electronic system for providing copies of articles. Preliminary arrangements have been made with Pennsylvania State University for experimentation in a pilot bio-agricultural network through the use of a Xerox-Magnafax Telecopier. Copies of printed pages, typescript, manuscript, or pictorial material would be transmitted over telephone wires between cooperating libraries.

In its program of computer systems development, the Library is trying to cost out all proposed programs comparing them with present manual operations. We hope that this will give us a base for determining both the feasibility and the financial advantages of various systems.

V. *Development of Specialized Information Centers*

Services that are now called "Specialized Information Centers" were developed within the past decade primarily to meet urgent needs for specialized information in the physical sciences. They were, additionally, developed by scientists or a scientific organization. Among the essentials of such a system are:

1. Analysis of the publications by subject experts in specialized fields.
2. Intensive indexing in depth of all major publications.
3. Provision for the storage of non-printed as well as printed information. For example, results of research contained in a scientist's card files or in manuscript form are indexed in the system.
4. Translations of important materials.
5. Specialized research and reference service including evaluation of the publications by subject experts.
6. Selective dissemination of information.

One might say that these are traditional library services raised to the nth degree. They are indeed services that heretofore have not been generally available in libraries. Such services have up to this time been carried out by agencies other than libraries, although often they are located near a library so that they have maximum access to publications.

PESTICIDES DOCUMENTATION BULLETIN

The Pesticides Information Center of the National Agricultural Library is a government-wide information analysis center which collects, analyzes, and disseminates literature on the biological, biochemical, biophysical, chemical, cultural, ecological, pathological, technological aspects of pest control. One of its primary missions is to issue a biweekly Pesticides Documentation Bulletin covering all aspects of pest control literature.

The new Pesticides Documentation Bulletin features a categorized bibliographic citation file accompanied by corporate author, personal author, subject, biographic and taxonomic indexes.

RECENT ACCOMPLISHMENTS

Having reviewed some of the steps that we have taken toward long-range solutions of major national and international problems, I would be remiss if I did not also mention some of the major accomplishments of our staff during the past few years. Since most of you are interested in library management and administration, I would like to begin with an explanation of the rationale we followed in making one of our major decisions.

For many years the National Agricultural Library was handicapped and frustrated by the use of an outmoded, outdated, and inefficient classification system. There have been many occasions during this century when the staff of the Library wished that we were using the Library of Congress system. As each year progressed, however, it became more apparent that no one could justify a major reclassification of a book collection of over a million volumes.

A possible solution for our classification dilemma was the establishment of a cut-off date. At that time we would classify all of our incoming books under a new system, leaving the prior collection under its old classification. At the very time we were considering this the scientists in the Department asked if some method could be devised by the Library to separate in the stacks and in the card catalog, the old books from those that are received currently. They indicated that there were many problems which arose for them in trying to screen through hundreds or thousands of publications in their field when they wanted only the latest information. Our breakthrough came when it became evident that support would be available for a new library building. We decided to use the new building as a stimulus for our thinking in the development of new ideas and new programs for the Library. It immediately became evident that we could, within the new building, have two libraries. One would be the library representing our first hundred years collection. We decided that 1967 would be the cut-off date, and that beginning with January 1967 we would start a new library with a different classification system. We had hoped for some time to issue a printed catalog of the Library. It seemed, therefore, appropriate to use this cut-off date as a point for a retrospective compilation of a complete printed catalog of the National Agricultural Library. The catalog is now in press and is available from a commercial publisher. Our new library —the second century library—would also need a printed catalog and this again is now being issued currently by a commercial firm.

After exhaustive study and examination of every major classification for agricultural publications, we decided that the Library of Congress system, if revised and updated, would be the most satisfactory for our purposes. We are now, therefore, using the Library of Congress system for all of our current publications.

This step leads us into challenging implications for closer cooperation with the Library of Congress. We think that this will be even more significant as computerization becomes effective in the next 10, 20, or 30 years.

Just as we are working toward closer coordination with national libraries and with the land-grant libraries, we are also arranging for closer coordination of activities within our own library. The Bibliography of Agriculture and the Library's card catalog use completely different and uncoordinated subject heading systems. Now with our emphasis upon vocabulary or thesaurus development, we hope to merge these subject heading systems so that we have uniformity. This is as important to our users as it is to us in the Library who produce these headings.

The National Agricultural Library indirectly represents the land-grant library community in Federal activities concerned with the development and coordination of library services such as:

1. The Committee on Scientific and Technical Information (COSATI) of the Executive Office of the President. Two of its major concerns are coordination of scientific information systems within the executive agencies, and the coordination of Federal and national systems for handling information. The Committee has already proposed a National Plan which would include many library activities.

2. The Office of Science Information Services and its Science Information Council in the National Science Foundation, with many projects and programs for libraries.

3. A variety of programs within the three national libraries and other government libraries and offices, leading toward computerization of bibliographic information and its dissemination to cooperating libraries throughout the country.

Varied efforts are now underway in the United States which may lead toward a total national system for handling documents and printed information in all scientific fields. These include the work of units such as the "Committee on Scientific and Technical Information" (COSATI), the "Scientific and Technical Communications Committee" (SATCOM), as well as special committees of biologists, librarians, and documentalists.

In addition to representing your interests in these activities, the NAL is also working on the possible expansion of the use of special funds for foreign acquisitions for land-grant libraries.

In summary, I believe we can agree that individual libraries are no longer adequate to meet the general needs of research workers, scientists, and students. Biologists and agriculturalists have now directly challenged us to find the techniques and methods to give them ready access to the totality of world information. Within the tradition of American library experience we have the basic elements for a national network. Government agencies have been developing specialized networks and we must move rapidly toward a biological-agricultural network.

[1] H. O. Kunkel, "The Role of a Scientist as a Communicator," *Agricultural Science Review*, Vol. 3 (First Quarter, 1965), p. 25.

[2] Press Release. American Library Association. 86th Annual Conference. San Francisco, California, June 26, 1967.

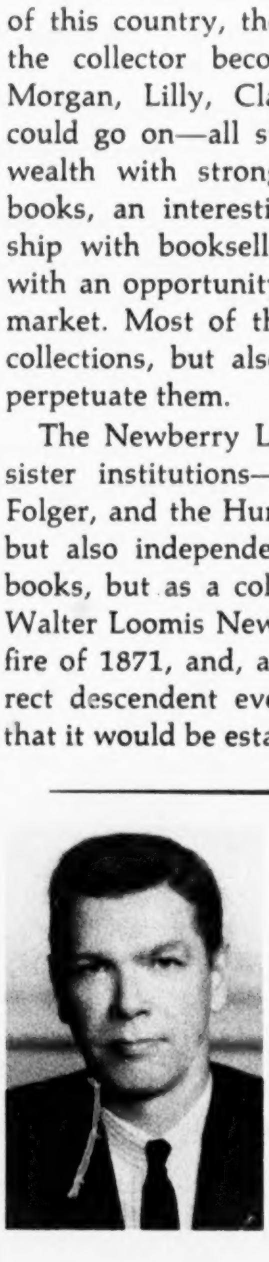
[3] U.S. Department of Agriculture Task Force [on] Agricultural-Biological Literature Exploitation. Task Force ABLE Report. [Washington, D. C., 1962, p. i.]

The Library and the Collector: The Newberry Library

BY LAWRENCE W. TOWNER

When one thinks of the great privately endowed research libraries of this country, the important relationship between the library and the collector becomes immediately obvious. Huntington, Folger, Morgan, Lilly, Clark, Clements, John Carter Brown—the listing could go on—all started as private collections gathered by men of wealth with strongly developed acquisitive instincts, a taste for books, an interesting, intimate, and sometimes turbulent relationship with booksellers, and a desire for immortality, all combined with an opportunity to buy books and manuscripts on a world-wide market. Most of them were rich enough not only to gather major collections, but also to build and endow institutions to house and perpetuate them.

The Newberry Library had to be different, of course. Unlike its sister institutions—and I think particularly of the Morgan, the Folger, and the Huntington, for they are not only privately endowed but also independent—the Newberry began not as a collection of books, but as a collection of money. If there ever was a significant Walter Loomis Newberry Collection, it perished in the great Chicago fire of 1871, and, as a matter of fact, neither Newberry nor any direct descendent ever saw the Newberry Library or knew for sure that it would be established.



Lawrence W. Towner, Director and Librarian of the Newberry Library in Chicago since 1962, presented the tenth LSU Library Lecture on March 1, 1968. Mr. Towner holds a Ph.D. in history from Northwestern University, and he has taught at MIT, the College of William and Mary, Northwestern University, and the University of Chicago. He served as editor of *The William and Mary Quarterly: A Magazine of Early American History*, 1956-62, and he has written numerous articles for historical and library publications.

As this lecture goes to press, the author wishes to point out that some three years have elapsed since he had the pleasant and rewarding experience of talking at the great Louisiana State University. Hence, much of what he said has been published, though in differing form, notably as consequences of lectures at Florida State University, Tallahassee; Clark Library of UCLA; and in a recent publication, *An*

This is not to say that Mr. Newberry lacked a personal interest in books, libraries, and education. Quite the contrary. In 1841 he helped found, and became first president of, a forerunner of the Chicago Public Library known as the Young Men's Library Association, and he was member and president of the Chicago Board of Education and of the Chicago Historical Society. But more important for our purposes is the fact that he was an effective collector of money, largely from land purchases which he began in 1833, the year he moved to Chicago from Detroit.

Newberry married in 1842, and his wife bore him two sons, both of whom died in infancy, and two daughters who survived him. In 1868 the three Newberry ladies visited Europe with the intent of waiting for Walter Loomis to join them in Paris. Before he left Chicago, Newberry drew up a will which, in the unlikely event of the death of his two daughters without issue, left one-half of his estate to be used to found a library in the North Division of the City of Chicago, an area where Newberry had heavily invested in land. Newberry died at sea on that voyage without reaching his family, and his body was returned to Chicago for burial in Graceland Cemetery. *The Police Gazette* carried in its December 1868 issue a drawing of Newberry's funeral showing three men carefully rolling a barrel towards an open grave—his body was apparently preserved *and* buried in a cask of rum.

This calamity for the Newberry family was followed three years later by the great Chicago fire, which they learned about while they were again in Paris. On October 17, 1871, Julia Newberry, who left us a diary and a sketch book, recorded that she knew the whole north side was in ashes (except the Ogden house, the site of which now serves the Newberry Library). "No one ever loved their home more than I did mine," she wrote. "I loved every angle in the house, every carpet, every table, every picture on the walls, every book in the library. . . ." Two days later she wrote again of the library in the destroyed house: "The library too with all Papa's favorite books, that beautiful library. . . letters from Fenimore Cooper, President Van Buren, Washington Irving, Aaron Burr, (written to Grandfather Clapp) and quantities of others besides."

Within five years, both Julia and her sister were dead and the

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Uncommon Collection of Uncommon Collections: The Newberry Library **(Chicago, 1970). If, therefore, the reader experiences a certain sense of** deja vu, **he should not be surprised. On the other hand, the author hopes the reader will find sufficient differences to leave him not displeased.**

Widow Newberry lived on alone for another eight years. At her death, in 1885, the contingent provision in Walter Loomis Newberry's will became operative. At that point in time the bequest was worth about $2.1 million, a goodly sum today, but in the 1880's and 1890's a very substantial fortune indeed. The Boston *Congregationalist* for December 31, 1885, hailed the bequest as the "largest foundation for a free library ever made in this or any other country, and the establishment of such an institution is more a matter of national than of local importance." But there was no library, not even a building, let alone a collection of books at the time.

A word or two more about Chicago history is necessary before turning to that fascinating group of collectors who, along with Walter Loomis Newberry's money, made the Newberry Library possible. By the time of Mrs. Newberry's death in 1885 there was already a public library in Chicago, then being run by William Frederick Poole whose *Index* we have all used. Consequently one of the first decisions the new Trustees made was that the Newberry should be, in the words of Poole, who became its first librarian, "primarily for the use of earnest and advanced students . . . a scholar's library." In other words, the Newberry would be a non-circulating reference and research library. A second shaping event was the establishment, in 1893, of the John Crerar Library, also by bequest, also without a great collection to give it shape. Consequently the two sets of Trustees agreed that they should divide up the fields of knowledge, Crerar concentrating on science, technology, and the social sciences; Newberry, on the humanities, especially history, literature, philosophy, and music.

Perhaps one more word about the present collecting boundaries of the Newberry will help make more comprehensible the collectors and collections I intend to mention here. Currently we hold some 900,000 volumes and four million manuscripts. Our interests embrace Western Civilization from the high Middle Ages to the middle of the twentieth century. In Europe we cover down through the French Revolution and Napoleon, with special emphasis in the Renaissance and, within the Renaissance, special emphasis on Italy. In England we move deeply into the nineteenth century. In the Americas, we are quite strong in the colonial period of Latin America as well as North America, but our nineteenth-century holdings are largely in the latter. In the twentieth century we cover the Middle West, especially in literature, but we try to stay out of history after World War I. In addition to these broad fields, and a few excursions into such exotica as East-Indian philology, we have massive holdings in bibliography and all its attendant fields, such as library history, book catalogues, the history of printing, and the like.

The growth of this large research collection was and is a curious process, as I see it. It was, of course, partly by design—of librarians and trustees as they saw the library situation in Chicago and as they envisioned the future of scholarship. But it was also partly accidental, fortuitous, and opportunistic. As important collections became available, either as purchases or gifts, their acquisition altered, sometimes subtly, sometimes remarkably, the profile of the collections and the expectations of the library. This alteration can be seen not only in terms of the collections themselves, but also in terms of the supporting bibliographic, biographical, monographic, and periodical works needed to make the collections usable by the scholar, and also in terms of the curators needed to develop them further. Thus despite the best-laid plans, the library grew rather than being built, and its analogue must be organic rather than architectonic.

Music at the Newberry Library is a case in point. Very early Poole and the Trustees thought the Library should invest in this field, as indeed it did. But the main thrust of its music collection, I dare say, came from a Florentine collector, Count Pio Resse. In 1889 he offered to sell his collection of some 751 titles to the Newberry Library. One of its treasures was the first real opera ever performed, Jacopo Peri's *Euridice,* written for the marriage of Marie de Medici to Henri IV, and first performed in Florence in 1600. Pio Resse owned the first edition plus the first of the libretto, both published in Florence that year. However, the bulk of the works in the Count's collection were early Italian writings on the theory and history of music, the main thread of our music collecting ever since. The Count's collection was followed in 1891 by that of Hubert Platt Main on English and American Psalmody before 1800, and by other acquisitions which had great consequences for the Newberry. In 1929 a bachelor Trustee, Horace M. Oakley, bequeathed to the Library a capital sum, now nearly a million dollars in value, for the purpose of strengthening our music collections. Largely as a result of Oakley's generosity, that collection now numbers more than 70,000 works, chiefly in the field of music theory and history, but by no means excluding music itself.

In recent years the Count Pio Resse collection—with its consequences—have brought additional blessings. The first of these was a comprehensive selection of works on music from the library of the late Alfred Cortot, partly the gift of a Trustee. A pianist of note and a member of a trio that included Pablo Casals and Jacques Thibault, Cortot collected about 7500 manuscripts, printed works of music, and music theory books—from the sixteenth century onwards, and when it came on the market, we were allowed to select about 396 out of 1500 genuine rarities to add to our great collection on music theory. All but two of them were published before 1800 and two of them, for example, are works by the father of Galileo, who was a member of a small group who "can fairly be given credit, with a neatness not often found in history, for forcing the birth of opera. . . ." With the addition of the Cortot works, the Newberry, according to some scholars, is now in a class with the Library of Congress in the field of music theory.

The second recent consequence in the field of music is the current—so current all the papers are not yet signed—acquisition of the James Francis Driscoll Collection of American sheet music. Driscoll, who lived from 1875-1959, was the scion of one of Brookline's fashionable older families. Following the tradition of his family, he was a civil engineer, but his real passion was music. For himself—and for others, notably Joshua K. Lilly (whose Stephen Foster Collection is at the University of Pittsburgh) and Henry Ford—he gathered several collections of American sheet music. That which he left at his death in 1959, and to which he had devoted most of his collecting time, comprises some 83,000 items, mostly from 1761 to 1865, but extending to 1950. With its transfer to the Newberry this winter, the Library assumes a place in the front rank in this field, along with the Library of Congress, the New York Public Library, and the American Antiquarian Society in the period before 1825, and with Harmony Hall in Wisconsin in the later years.

One cannot say that, had we not bought Count Pio Resse's works, we would not have collected as deeply or as well as we have in the field of music. But certainly he and other collectors had a major impact on our collecting. It is too early to decide whether the Driscoll Collection will be an extension of that interest or a new departure, but either way, it too will shape the Library.

Let us turn from libraries we purchased to one that was a gift. Here one collector, generous to a fault, shaped the Newberry's character beyond what any one librarian could possibly have done. He was Edward E. Ayer.

A Chicago businessman, generous to many Chicago institutions, Mr. Ayer was above all generous to the Library and to the scholars who use it. In a series of gifts starting in 1911, he gave his magnificent and world-renowned collection of books and manuscripts, now some 85,000 in number, whose focus can be best described as the point of contact between the white man and the Indian in the Americas. This interest led him to collect early Americana, making the Newberry one of the great libraries in the history of the discovery, exploration, and settlement of the New World. In it are such rarities as the Columbus letter of 1493, a nearly complete collection of Jesuit Relations, many great seventeenth-century Americana, such as John Smith's work, Edward Johnson's *Wonder-Working Providence of Sions Saviour in New England,* and such eighteenth-century rarities as the Williamsburg, 1754, edition of George Washington's first publication. More than five checklists of different subjects, including manuscripts in the Collection, Indian linguistics, Philippine books, Hawaiian linguistics, Indian captivity narratives, and Revolutionary War pamphlets, have been published to make the materials useful to scholars and collectors. Each year some $20,000 worth of new material is added to the Library by means of the Ayer fund, and the Ayer Collection is the foundation of our North American and Latin American history holdings.

Mr. Ayer's gifts were undoubtedly the direct cause of the gift to the Library of two other major collections, for his work first attracted them to the Newberry as users, then as Trustees, and finally as donors.

The first of these was William B. Greenlee, another Chicago businessman, educated at Cornell University, and deeply interested in Portuguese history and literature. For years he did research in the Ayer Collection on the expansion of Europe and on Brazil, meanwhile gathering books of his own. In 1937 he transferred his library in pre-1800 metropolitan and imperial Portugal to the Newberry. There he worked almost daily among his books, selecting new titles, editing a volume of voyages to Brazil for the Hakluyt Society, and inspiring the staff with his enduring love of scholarship. At his death in 1953, he left funds which, augmented by his widow, now enable us to add some $3,000 worth of books each year. Nearly 10,000 items strong, this collection has been described by the historian-book collector, Charles R. Boxer, as one of the finest of its kind. It was recently recognized by the Gulbenkian Foundation, which gave the Library a grant of $10,000 for the purchase of additional works in the Portuguese language.

Mr. Ayer's interest in the early contacts between whites and Indians inevitably led him into the nineteenth-century West. For this reason, when the next collector came along, the Newberry was a ready-made reference and research library in the history of the West. By the 1950's, Mr. Everett D. Graff, another Chicago businessman, a steel company executive, decided his great western Americana collection of books and manuscripts should go to the Newberry. Certain that there would be much duplication, he provided for the sale of duplicates, so long as the better copies were retained, and the funds so obtained were used to augment the Library's holdings. He also left a bequest of $100,000 as endowment for the collection and funds for the publication of its catalogue.

Just as the Ayer gifts prepared the Library to receive the Greenlee and Graff libraries as gifts, so they made it mandatory, it seems to me, that we acquire other related collections. Three important recent acquisitions fall in this latter category, all gathered by collectors who are of interest in their own right.

The first of these was one of the last great privately held collections of early Americana. It belonged to the late Frank Cutter Deering of Saco, Maine, who died in the 1930's and who had become interested in early Americana, because his ancestors came to Maine with the first generation of Puritan settlers. Our ownership of the Ayer Collection forced us to try to acquire Deering's Library, for in it were several hundred narratives of Indian captivities, in which field Ayer was already pre-eminent. We acquired it last summer after protracted and often interrupted negotiations, beginning in 1955. Among the 2100 manuscripts and books (many of them duplicates) were the manuscripts of Daniel Gookin's "An Historical Account of the Sufferings of the Christian Indians" written in 1676-78, and John Heckwelder's eighteenth-century narrative of a mission to the Ohio Indians. Printed books include a number of Indian treaties, in addition to the captivity narratives, and many early accounts of the New World by such persons as George Gardyner (1651), William Hilton (1664), Nicholas Monardes (1577) and Mrs. Newberry's great grandfather, Roger Clapp. There are also John Smith's *True Travels* (1630); the first edition, first issue of Filson's *Map of Kentucky*; and a magnificent run of the *Atlantic Neptune*.

Edward Ayer's interest in the American Indian's first contact with the white man led him to the backgrounds of colonization—to a study of European expansion in the Renaissance. This perforce led him to travel accounts and, of course, to cartography. Among his purchases, therefore, was the great collection—all the important editions but one, of the famous Ptolemys, gathered by Henry Stevens. In addition, he acquired other sixteenth-, seventeenth-, and eighteenth-century atlases, and printed and manuscript maps. Consequently, when in 1965 we learned that a great map collection, chiefly of the sixteenth century was for sale, we interested ourselves. The former owner is an Italian lawyer, Signor Franco Novacco of Venice, a friend of the late renowned student of cartography, R. Almagia, from whom he acquired many rarities. His maps fit not only our cartographic collection, but also our Renaissance materials and our history of printing collection—of which more later. Of the maps, R. A. Skelton, retired Superintendent of the Map Room of the British Museum, had this to say: "The Novacco Collection stands alone and is unsurpassed by even the oldest national libraries. It may be said with some confidence that in this class no collection of equal scope, variety, and completeness could ever again be assembled."

A footnote should be added to the Novacco Collection, for directly after we bought it came an opportunity to buy an even larger, but far less expensive, gathering of some 1500 seventeenth- and eighteenth-century maps collected by an eighteenth-century Swedish nobleman, Baron John Gabriel Sack (1697-1751). Sack was a young diplomat in the Swedish service when he met Carl Gustaf Tessin, Swedish ambassador extraordinary to the French court, and married his sister. Tessin was the greatest Swedish collector and connoisseur of those days, and he undoubtedly influenced Sack. The Sack Collection was gathered largely between 1720 and 1750 and was designed to illustrate mainly the production of Dutch and French cartographers. Together with the Novacco Collection, the Sack maps give us an unusual coverage of European map-making from the late fifteenth century through the eighteenth.

The Newberry Library got into the more traditional field of rare books—that is, the great books of history and literature and the exemplars of printing and bookmaking—also through the door of the private collector. This happened very early in the Library's history and, judging from the difficulty Poole experienced with his board and his public, it very nearly did not happen. The first collection was that of Henry Probasco of Cincinnati. Poole had helped Probasco arrange his library in the 1860's, and he had secured the services of two former Boston Athenaeum colleagues to catalog it. In 1889, while the Newberry was still housed in a temporary structure, Probasco decided to sell. After a protracted period of negotiation, the Trustees authorized the purchase, for $52,924—only two-thirds of the collection's cost to Probasco. This was one of the best bargains in the Newberry's history. The 2500 volumes, described critically by the *Chicago Times* that year as "antique lard cans," include the first, second, and fourth Shakespeare folios; two autographed Groliers and some 400 other examples of fine binding; 88 rare Bibles, including the first and second King James; 10 editions of Homer, beginning with the Aldine of 1517; nine of Dante, from 1477, and eight of Horace, including the Aldine of 1519.

The Probasco Collection started us on the way to becoming a great rare book library, a great Renaissance library, and a great library in the history of printing. To it were added many collections, such as the Louis Lucien Bonaparte collection of philology, the Eduardo de Laiglesia collection of Arthurian romances, and the Ricketts and Hamill collections of calligraphy. But let me pause only for the two most outstanding collections in this field, one a gift, the other a purchase.

The gift came in 1919, with the establishment of the John M. Wing Foundation. John Mansir Wing, like Edward Ayer, had been a successful businessman, a printer, who was able to retire in 1889 at the age of 43, thereafter devoting himself to that peculiar aspect of book collecting, now frowned upon by bookmen, known as extra-illustrating. When he died in 1919, he left his collection to the Library, along with $250,000 to establish the foundation which bears his name. Its purpose is to maintain and increase a collection on the subject of printing and allied arts. With his books, and his funds, a series of custodians have built an outstanding collection on the history of printing, including not only the necessary reference and monographic works, but also examples of the art of printing from its birth to the present day—more than 20,000 works. In the Wing Foundation are most of our incunabula (about 2,000), and an outstanding, world-renowned section on calligraphy down to the present, to which the Ricketts and Hamill collections relate so well.

The second rare-book collection of which I must speak is that of the late Louis H. Silver. This great gathering of manuscripts, incunabula, and continental and English literary first editions came to us in 1964 at a cost of $2,687,000, a tremendous sum for a privately endowed library to expend, yet, with the exception of the Probasco collection, the best bargain in our history. But before explaining how Louis Silver's collection greatly benefitted the library, I should point out that the collection itself benefitted from other notable collectors, among them the Dukes of Devonshire, R. S. Holford, Sir Thomas Phillipps, Robert Hoe, Lucius Wilmerding, Fairfax Murray, Henry E. Huntington, Herschel V. Jones, Narcissus Luttrell, Jerome Kern, and A. Edward Newton. It should also be noted that Mr. Silver, as a collector, was greatly interested in the Newberry, bought several expensive works for us, gave the Library much of his time, and at his death left the Library a bequest of $10,000.

Mr. Silver's collection comprised some 828 items, of which 305 were duplicates of works already in the Library. The core of his collection contains materials pertinent to the Renaissance, one of the Newberry's great strengths. Besides the first four folios, for example, there were some forty other Shakespeare items, including first editions of *Love's Labour Lost, Much Ado About Nothing, Henry IV, Part 2,* and *The Taming of the Shrew*; five other quartos published in Shakespeare's lifetime; ten other early quartos; seven works attributed to Shakespeare; and six early adaptations of his plays. Eighty-nine other contemporaries of Shakespeare are included, among them Christopher Marlowe, John Lyly, Robert Greene, Thomas Kyd, Ben Jonson, George Chapman, Thomas Heywood, Francis Beaumont, and John Fletcher.

There are many other collections and collectors I could tell you about, but already I have probably told you more than you want to know. At least I have touched on the major ones that have played an important role in shaping the Newberry Library's holdings within the broad framework I sketched earlier. So let me conclude with two thoughts.

Building a library by acquiring collections such as I have described, is the easy way, of course. Any damn fool with good advisors on his staff, bold Trustees, a little audacity, a little luck, good lawyers, and a willingness to haggle, can do it. It certainly does not take a great deal of intelligence or knowledge—just the skill to use others' intelligence and knowledge. One needs to be an entrepreneur, with the protective coloration of scholarly training and experience.

The real intelligence in building a library is applied in the day-by-day, week-by-week, year-by-year addition of one book at a time. There's the hard work: knowing the books, which ones to buy, at what prices, for what purposes. And this applies not only to the rare books to fill out the lines of special collections, but also to the monographs, biographies, reference works, periodicals, and bibliographies so necessary for the scholar. That is what the good collector does as he goes along, and that is what the good librarian, unsung, continues to do. The entrepreneur as director merely brings them together in that marvelous interchange I have been trying to describe as the Library and the Collector.

Undergraduate Libraries in Large Universities: Basic Policy Questions and Problems

BY ROBERT H. MULLER

I. THE TREND

There are, at least, twelve major undergraduate libraries in operation today (Harvard, University of Michigan, Cornell, University of Texas, Stanford, University of South Carolina, UCLA, Boston University, University of Pennsylvania, Bowling Green State University, Miami University, Ohio, and the University of Hawaii). Seven of these libraries are in separate buildings; five are not. There are also at least eleven undergraduate libraries in varying stages of commitment, planning, or construction; of these, eight will not share building space with the main library (University of California at Berkeley, University of Illinois, Wayne State University in Detroit, University of Washington at Seattle, University of Nebraska, University of Wisconsin, University of North Carolina, University of California at San Diego), and three will be in the same new building as the main library (Indiana University, New York University, University of Iowa).

Since Harvard's opening of its Lamont Library in 1949, we thus have a trend that is likely to continue. Many large universities are currently considering establishing or developing undergraduate li-

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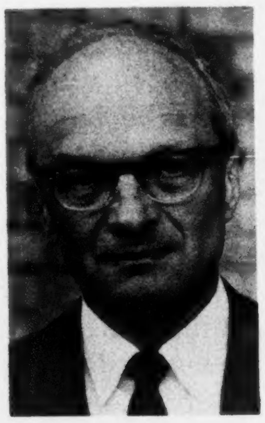

The eleventh lecture was delivered on May 3, 1968, by Robert H. Muller, who was then Associate Director of the University of Michigan Library. He served as professor of library science at the University of Michigan during 1969-70 and is currently Chief Librarian of Queens College of City University of New York. He received his B.A. degree from Stanford University, his graduate library degree from the University of California, Berkeley, and both his M.A. and Ph.D. from the University of Chicago. Dr. Muller's professional experience includes the positions of chief of the Acquisition Section, Library Division, U.S. Department of Commerce's Office of Technical Service, of head librarian at Bradley University, Peoria, Illinois, and of director of university libraries and professor of library science at Southern Illinois University. He has been a planning consultant for several university library buildings, including braries. Within a year or two, there will be, at least twenty three undergraduate libraries in operation. Since no comprehensive survey of plans currently underway at all university libraries that are members of the Association of Research Libraries has been made, the actual number of existing or planned undergraduate libraries is probably somewhat larger.

In viewing the mushrooming of undergraduate libraries among large campuses in the United States, there is no need to repeat here what has been so well stated by others. I have reference particularly to the recent article by Mrs. Elizabeth Mills, entitled "The Separate Undergraduate Library,"[1] which analyzed the thinking underlying the Harvard, Michigan, and UCLA undergraduate libraries, and the 362-page doctoral dissertation (1967) written by Miss Irene A. Braden at the University of Michigan, entitled, "The Undergraduate Library on the University Campus,"[2] which described and reviewed a multitude of details regarding the history and operation of the undergraduate libraries of Harvard University, University of Michigan, University of South Carolina, Indiana University, Cornell University, and the University of Texas. There is general agreement that undergraduate libraries are built where existing large central libraries fail to meet, or are expected to fail to meet, the needs of undergraduates; and there is no question that the undergraduate libraries currently in operation have greatly enhanced the role of books and reading in undergraduate education.

2. DEFINITION

The essential characteristics of an undergraduate library may be summarized as follows: (1) A carefully selected collection of books, usually not exceeding 70,000 titles, all on open shelves, and numerous duplicate copies. Maximum volume capacity runs from about 85,000 to 200,000 volumes; the volume-to-title ratio tends to be about 2 to 1 on the average; (2) ample provision of a variety of reader seatings, varying from institution to institution from about 1,000 to 2,000 seats, depending on enrollment, with a substantial

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those at Bradley University, Southern Illinois, and the University of Michigan. His experience as a library building and development consultant extends to several other university and college libraries. Dr. Muller served as chairman of committees for the Association of College and Research Libraries, the American Library Association, and the Illinois Library Association and is a noted author of many articles related to library service and planning. In 1970, he published the second edition of a bibliography on dissident periodicals, in collaboration with Theodore and Janet Spahn, entitled From Radical Left to Extreme Right.

portion of the seats (possibly 90 percent) being of the individual carrel-type; (3) a controlled reserve book service of varying size to provide assigned reading, plus supplemental or suggested reading in ample duplication intermingled with books in the general collection of the undergraduate library; (4) provision of other types of library media than books, including periodicals and audio-visual materials; (5) as many special services and amenities as possible, e.g., facilities for typing, photocopying, group study, service to the blind, lounging, listening to tapes and records, and exhibits; (6) improved opportunities for instruction in the use of the library through a specialized staff. None of what has been enumerated here is substantially different from what any good liberal arts college has always been trying to do. The chief difference is that it is a distinctive arrangement within a very large setting of the typical research-oriented multiversity where undergraduates might otherwise be neglected or discriminated against as compared to graduate students. We can expect that activists among students on any large campus where an undergraduate library does not as yet exist will bring pressure to bear on the university administration or the library to create an undergraduate library. Such pressure will be hard to resist.

3. TO HAVE OR HAVE NOT?

The first question that might be raised is whether or not to have an undergraduate library at all, whether it might not actually be a disservice to students to encourage them to use a smaller and more limited collection than they would use if there were only a large research type of collection available to them. Soon after undergraduate libraries first appeared on the scene as separate establishments, William S. Dix, who, in 1953, was Librarian of Rice Institute, which then had 225,000 volumes, stated that he saw "no reason for making any special provisions for the undergraduate." He added: "It is my feeling that with a little care and planning there is no reason for the undergraduate to become lost in working with a unified collection numbering not more than, say, a half a million volumes."[3] He felt that there were some very definite educational values in exposing a student to a larger collection, so that he would become aware of the existence of more scholarly materials even though he may have no occasion to use them at that particular moment. Dix admitted that for a library system of the size of Harvard, an undergraduate library was a necessity, but for a library of less than half a million volumes, he felt such a separate library was "just a bit foolish." He thought that it was not in the best interest of education to facilitate access only to the best books on a subject, but that students should also be exposed to some other "books not quite so good and thus learn for himself that the printed word is not always infallible." (It should be mentioned that Rice Institute had less than 300 volumes on reserve for a student body of 1500, including 200 graduate students.) The point Dix raised was an important one, at least in theory. Practical experience over the past two decades has demonstrated, however, that there is a clearly recognizable educational value in presenting to the student a selective book collection, perhaps not necessarily the universally agreed upon best books at a given time, but at least the better books or the more important books, or whatever you wish to call them. In some fields, they may be the most up-to-date books; in other areas, it may be the classics of the field; in other areas still, it may be certain basic sets of journals. The purpose is to provide by means of selectivity and shelf-display an easy road to the books that are considered more important than others. We have found that students are not so bereft of initiative that an undergraduate library would keep them from making a trip to the research library building after having exhausted the resources of their undergraduate library. The virtue of being exposed initially to a smaller, more select, and more manageable collection far outweighs the danger of remaining too shallow in one's studies at the undergraduate level. Of course, it is rewarding to penetrate deeply into any particular phase of a subject, but the existence of an undergraduate library does not prevent a student who thirsts for more knowledge from using the more extensive resources of the research or graduate library. That a well-selected undergraduate library can even be of value to graduate students in giving them a quick overview of a field has been found to be the case at the University of Michigan, where about 25 percent of the books checked out in the undergraduate library go to graduate students.

4. WHEN TO START AN UNDERGRADUATE LIBRARY.

Next, there is the matter of timing, i.e., at what stage in the development of a university library should an institution begin to plan an undergraduate library? Mr. Dix set the critical point at the 500,000 volume mark. Some would be inclined to set the mark somewhat lower, perhaps at 300,000, but it would depend on the kind of collection an institution has. If a collection is one that has been in the making for 50 or more years, it is likely to contain a substantial amount of outdated materials; in such a situation, a segregated collection of the most relevant 50,000 titles would certainly fulfill an educational function and save the student a great deal of time. An inquiry came to the University of Michigan this year from a graduate school dean of a university that has about 350,000 volumes; he wanted to know whether we would advise that an undergraduate library be started. It would seem doubtful whether an institution like the University of Michigan has a ready answer to this question; this question must be answered with reference to the local existing collection and its history, the way it is housed, the way it is organized, how accessible it is, and how much outdated material it contains. If a book collection has reached the 300,000 volume mark, an undergraduate library might well be considered; it most certainly should be started at 500,000 volumes, and definitely at 750,000 volumes. When a library has 1,000,000 volumes or more, an undergraduate library of some sort becomes a necessity. It may initially be only a small, separate, selective collection of books suggested for further reading as was developed at the University of Chicago, or the University of California at Berkeley, or Indiana University, or the University of Washington at Seattle, or Columbia University, or the University of Illinois. All such collections are undergraduate collections in embryo that sooner or later develop into a more mature status.

5. ONE UNDERGRADUATE LIBRARY OR MORE THAN ONE?

The next question is one that has been raised specifically in only one instance; it touches upon campus geography. Should one concentrate the undergraduate library in one location or disperse it?

In the planning at the University of California at San Diego, the idea of a single large undergraduate library of 150,000 volumes was rejected in favor of three identical undergraduate collections of 50,000 volumes each, located at some distance from each other. The library buildings which will house these collections will also contain good basic science and specialized science collections to serve the science departments nearby. The name chosen for this new concept in library service is "cluster library," by which may be meant that each of these library buildings houses a cluster of functions or provides library service for the cluster of educational and research activities surrounding these library buildings. This California development, seemingly original, is very much like an idea proposed in a paper presented at Louisiana State University about nine years ago. Let me quote from my younger self: "Ideally, those responsible for campus planning should agree upon and pinpoint the locations of branch libraries before the location of classroom and laboratory buildings as well as other structures are fixed. When speaking of branch libraries in this context, we do not mean branch libraries for single subjects, but rather libraries for a group of subjects. A better term might be multi-disciplinary or divisional libraries. . . . We can envisage a number of divisional libraries in the form of separate buildings or forming parts of other buildings, distributed at various strategic locations on a large campus; and once these locations have become identified, classrooms and laboratory buildings would begin to *cluster* around them like satellites around a planet."[4] The essential characteristic of such a "cluster library" is that it consists of a library building that houses several libraries serving the surrounding campus area. The University of California at San Diego has applied this cluster concept to its undergraduate library development by proposing to decentralize its undergraduate library service and provide three identical collections, geographically dispersed, because of the realization that undergraduates on a large campus would not make maximum use of a single large undergraduate collection in the center of the campus. The idea here is to bring full-fledged undergraduate library service as close to classrooms, laboratories, cafeterias, and dormitories as possible, so that more students will make use of them, including those who might otherwise be too busy or too lazy to take a longer trip to a central location. Many large universities face a similar problem. The University of Michigan may some day have to duplicate its undergraduate library on its North Campus, over two miles away from the central campus.

At San Diego the assumption is made that 150,000 volumes divided into three locations of 50,000 each, plus a basic science collection of 20,000 volumes, can in each separate location be as good as 150,000 volumes housed centrally together. Their claim is that in selecting basic books for itself and two other new campuses (Irvine and Santa Cruz) experience revealed "that a well-chosen collection of 75,000 volumes (55,000 monographic titles) could be a very sound one which probably could serve not only undergraduates almost as well as a collection of 150,000 volumes, but would also meet many graduate requirements." A further assumption is that "duplication would not be a great deal more than in a totally centralized system."[5] So far, nobody has demonstrated what the minimum number of titles should be. The principle which librarians have tended to follow has been that the more good or accepted books one makes available to undergraduates, the more books will be read in the library or taken out for home use.

6. A SEPARATE BUILDING OR UNDER THE SAME ROOF WITH A GRADUATE LIBRARY?

The next question is whether or not it is more desirable to build a separate building for undergraduate library service as against placing an undergraduate library under the same roof with the graduate or general library. Although the trend seems to have been to build separate buildings or to place undergraduate library service into a separate building, there may be some advantages in combining undergraduate and graduate library services in the same building; some would argue that the undergraduate library portion of the building should be separately controlled. Others would advocate partial integration. Among the advantages of such a combination are that certain facilities, such as the display of current periodicals and reserve book service can be used jointly by undergraduates and graduates. Existing examples of joint buildings are the University of Pennsylvania and the University of Pittsburgh. Another example of an undergraduate library under the same roof with a graduate library will be New York University where present plans call for the location of the undergraduate library below the entrance level of its new main library.

In a joint building, students can switch more easily and more quickly from the selective to the comprehensive book collection, and vice versa.

There are also disadvantages: Undergraduates tend to be noisier and more gregarious; they may crowd out the graduate students at times. But increasingly, we are unable to draw a sharp line of demarcation between graduates and undergraduates in terms of the courses they jointly enroll in.

7. WHAT KIND OF BOOK COLLECTION?

Another question relates to the nature of the collection. The record would suggest that we have tended to do the practical rather than become philosophical about the selection of books. That is, when an undergraduate library building space is in the offing, we feel we must quickly fill it up with books and build up a collection from whatever sources of supply are readily available, with as much faculty advice as possible. We abhor the sight of a new library building without a respectable and presentable collection. We tend to make quick use of lists developed elsewhere, authorities, offers of books for sale, gifts, etc. We usually do not take time to formulate selection policy in precise terms. Those who are charged with selection have tended to keep the principles they followed in their heads rather than put them down on paper. They preferred to let their performance speak for itself. In this process, we have tended to be less systematic than is desirable, less concerned about missing a good title here and there, or a best edition; and libraries have also perhaps tended to repeat each others' mistakes at times by following published lists too uncritically. It should be kept in mind, also, that developing a collection is a continuing process. What is often neglected is the systematic weeding of collections, not only ridding the collection of duplicate copies, but also superseded editions elimination of material that has lost its timeliness or relevance. This re-appraisal job is important enough to be assigned to a special, qualified individual or staff, who should be expected to do this job regularly rather than only when time permits. Otherwise, an undergraduate library will grow larger and larger and further away from its original function, which was to be highly selective and qualitatively superior, and to save the student time and effort by showing him the most relevant, the best (if you will), and less of the highly specialized, less of the ephemeral of former days, less of the chaff and more of the wheat.

Let me quote, or paraphrase, a few statements that a skilled reporter[6] wrote concerning the working principles underlying the selection of books that were followed at the University of Michigan; and, interestingly enough, these statements, often negative in formulation, were published after the fact, not before:

"The trick was to be selective but not too."

"Certain redundancies are desirable—for instance, alternative translations or editions of standard works even though a single one is clearly preferred, or different biographies of major figures even though a single one dominates as indisputably as does Boswell's 'Johnson.' "

"The faculty was told 'not to confine their recommendations to the supremely important.' This collection was not to be a five-foot shelf.' "

"A strong enough bias (in a book) is itself a matter of interest and represents a point of view to which undergraduates should have access."

"Since what one means by better and good cannot be fully specified, the burden of definition is shifted to what one means by demand. Demand by whom and for what purposes?"

"From the initial 'selection procedure,' some 98,000 titles were identified as possible candidates for the collection. The problem then was: Which ones to acquire? The millions of possibilities having been reduced to a manageable number, how to reduce this number to less than half with the least sacrifice of strength? Here, perhaps, the practice of librarianship departs furthest from the scientific."

To summarize, really workable and implementable principles have been difficult to formulate and to follow. Librarians know in general what they are hoping to achieve, but have not shown much skill in articulating their aims regarding book selection. Often, while concrete foundations of a building were being poured, librarians had to work "against the calendar," they often had to get along without important out-of-print titles because there was not sufficient time. With the publication of the California List,[7] which was perhaps compiled more systematically than the Lamont List[8] and the Michigan List,[9] and the continuing publication of the excellent periodical, *Choice*,[10] plus the efforts of out-of-print publishers to bring unavailable titles back into print, the selection effort for future undergraduate libraries will be greatly eased. We all know, of course, that many titles in existing lists may not be worth reprinting; and the job of reprinting, including the reprinting of some unimportant books, has become big business, especially now that we have Xerox copyflow, which was not on the scene when the original Shaw *List* came out in 1934. It is not surprising to see in a recent letter to the editor of the *Library Journal* a castigation of some reprinting efforts, charging that some of the titles selected were not of very high quality and in certain areas "downright poor."[11] Seen in the perspective of how hastily some of these lists had to be compiled and how arbitrary, or unscientific, or subjective, some of the choices had to be made, one begins to wish that future book selection efforts would be undertaken in a more relaxed and leisurely manner, and more systematically, and more in terms of making an undergraduate collection more truly representative of the best. One wishes that some day, those who select the books for an undergraduate library will select books they know rather than the books they know about. Such an objective can only be achieved through a greater division of labor among specialists in subject areas than has usually been the case and by intelligent direction, i.e., of someone who is intellectually equipped to make qualitative distinctions relating the substance of publications to educational objectives. There is nothing more important in an undergraduate library than the quality of its collection; and my impression is that, in the face of practical obstacles, contingencies, and circumstances often beyond one's control, librarians have tended to settle for less than the best. The whole argument regarding the minimum size of a collection (20,000 or 50,000 or 70,000 titles) is pointless unless we first settle the question of objectives. So, when we hear from the University of California at San Diego that a well-chosen collection of 75,000 volumes (55,000 monographic titles) could serve undergraduates as well as 150,000 volumes (with perhaps 70,000 monographic titles, as at Michigan), we are involved in a not-too-meaningful argument or numbers game because we have failed to define what we mean by "well-chosen." The only principle that we have so far been able to formulate is that the more titles we have in a collection, the greater will be the chances that very few of the great and important books will have been missed; and coupled with this principle should be the setting of some upper limit (perhaps 80- to 100,000 titles) beyond which a collection should never be allowed to grow; but even this upper limit is debatable and can only be determined on the basis of the use made of each and every title in a given collection over a span of years and constant feedback from students expressing what they really got out of the books they took out and read, and what they missed or found of little value. No such efforts are currently being made in a sustained and systematic manner. It would seem that the proliferation of undergraduate libraries should enable us to set up a continuing joint research effort along these critical lines, an effort from which all universities with undergraduate libraries will eventually benefit.

8. CONSTANT AVAILABILITY OF BOOKS

Next, there is the very important goal of constant availability of books, a goal that most existing undergraduate libraries have failed to achieve.

There are some voices advocating that books in an undergraduate library should never be allowed to be taken outside the building, so that they will be more readily available. There are others who argue that such a system could never be made to work because books would then be stolen to a greater extent. Also, a great many more seats would have to be provided for readers, and a building would have to provide more comfort and more of an atmosphere of relaxation and privacy.

As with most library problems, one has to weigh advantages against disadvantages. From the educational point of view, the advantage of a non-circulation rule would obviously be the greater availability of books than might otherwise be the case. For instance, at Michigan (where books circulate for a three-week period), when literature instructors refer students to Hawthorne or Hemingway, to cite only two examples, all pertinent works of literary criticism tend to be gone from the shelves almost immediately. If there were prompter communication between the instructors and the library staff, such books could be quickly placed on reserve; but in practice such prompt alerting of the library and a sufficiently quick response are not likely to take place very often.

In the light of such difficulties, it is not surprising to find some sentiment favoring the complete abandonment of circulation of undergraduate library collections. At the University of Texas, Librarian Fred Folmer[12] has entertained the thought of possibly reconstituting undergraduate libraries into *non-circulating* reference collections (Texas has 86,000 volumes in its undergraduate collection, of which 12,000 are reserve books and 3,500 are standard-type reference books). Undergraduate libraries, so re-constituted, says Folmer, "might add greatly to the potential use of a book, departing from the traditional home-use pattern where a book on a two-week loan might actually be in use only a few hours during a fourteen-day period. Thus a book owned by a library that is open 16 hours or more a day would be better utilized by persons coming to the library if the circulation staff were deployed to keep books not in use properly shelved and to lend assistance to readers in locating books needed. Certainly the circulation staff would not be lost in the conflicting priorities of trying to check out books for home use on the one hand, and, on the other hand, trying to promote their return so that they will be available for use." We would then not have to spend staff time on such basically unproductive operations as sending out overdue notices, collecting fines and sending out hold-credit notices to those who fail to pay fines or return books, replacing lost books, etc.

Along the same line, the proposed Media Center at the Federal City College, which is a college planned for Washington, D.C. (as per mimeographed memorandum of February 1968 by Catherine Blumenfeld and Robert T. Jordan), also envisages an open non-circulation area. The proposal states that "one of the major frustrations —the inability in most libraries to find a desired item on the shelf for examinations in the library—can be eliminated by maintaining within the Media Center an open but non-circulating collection containing at least one copy of every title in the collection."

If an undergraduate library can find the necessary funds, it would probably be a good idea to provide an extra copy of every important book in the collection and make it a non-circulating copy. The joker in this prescription is the word "important." How can we determine what the important books are? It would certainly be easier to make all books non-circulating, as Folmer has suggested. Somehow, we should be able to come to grips with this problem. There is no ideal solution. We know that the books that are allowed to circulate are often not available to those who need to use them at a given time and who will not use them if they have to wait a week or two. We also know that some students do not like to read in a library. Should we force them to read in the library? Will they let themselves be forced, or will they simply use their ingenuity to find a way of taking the books out anyhow? Is the magnetic or electronic exit control a sufficient deterrent? These are some of the nasty practical questions librarians lose sleep over. At the University of Michigan, the working undergraduate library staff appears to be 100 percent opposed to complete non-circulation; but the reason may be that Michigan's book collection is quite large and already contains many duplicate copies. Nevertheless, the ideal of more constant availability needs to be translated into reality to a much greater extent than has tended to be true in the past. It obviously cannot be attained completely, nor can it be attained without some sacrifice (e.g., forcing students to use library books in the library) and considerable extra expense (rapid reshelving, more multiple copies, more seats). Librarians have tended to neglect the task of continuous inventory control (an accepted practice in retail business) whereby the book stock would be constantly replenished in response to use and demand.

9. BROWSING

Another question is whether or not a special browsing room or browsing area within an undergraduate library is desirable or necessary. Some regard the whole undergraduate library of, say, 50,000 titles, as a browsing library and, therefore, oppose the idea of segregating some of the books; others feel that even a collection of 50,000 titles is much too large to find one's way to certain special types of books, and that the attention of students and faculty should be drawn to selected groups to stimulate circulation. Types of books that have been mentioned are the most recently arrived titles, current best sellers, books on popular subjects unrelated to the curriculum, such as hobbies, sports, cooking, baby care, travel, Broadway plays, current and world events, politics (treated journalistically), etc. Some librarians would banish many of these subjects and treatments from an undergraduate library because of failure to measure up to qualitative standards or because of their ephemeral nature. On the other hand, the staff working in Michigan's undergraduate library on the firing line as reference librarians report frequent inquiries about such books by students, and the question arises as to the extent to which an undergraduate library should be responsive to such demands from its clientele. It is a familiar dilemma faced by public libraries: demand versus quality. In college libraries, we have tended to opt for quality and scholarship and disregard purely private interests. Especially in view of the wide availability of a vast array of inexpensive paperbacks, undergraduate libraries may be justified in neglecting these demands for popular materials. On the other hand, no objection can be raised to focusing attention, through special browsing shelves strategically placed in an area near the charge-out desk, on new arrivals and books relating to topics of special interest at a given time, such as the presidential election, the draft problem, the Vietnam crisis, student rebellions, the race problem, or any other controversial problems that alert librarians may feel are worthy of special attention from time to time, such as prison reform, the God-is-dead controversy, population control, drug control controversies, nuclear warfare, world disarmament, Communism, anti-Communism, air pollution, the guaranteed annual wage proposal, socialized medicine, gun control, etc. If such special promotional browsing displays are organized, it is desirable to provide for them extra copies rather than deplete the regular collection. In addition, since an undergraduate library is not an independent library like a public library, it is desirable to arrange such displays in collaboration with the faculty, inviting them to select titles and offer critical comments for posting near the books. Through such measures, libraries can exert an educational influence going considerably beyond the mere shelving of books in an uncommitted manner that is so typical of the practice of treating books in a library collection as if they were all equally important or equally relevant or equally worthy of attention. Such institutional impartiality or neutrality is laudable in a democracy when it comes to the advocacy of a particular point of view, but librarians must not be so unconcerned as to refrain, even, from highlighting some subject areas to which attention should be drawn, provided that no important opposing point of view is barred.

10. WHAT KIND OF RESERVE BOOK SERVICE?

The non-circulation proposal is not really so very different from what some libraries have done all along by providing very large reserve book collections with varying types of limitations on circulation. The extreme example is perhaps the University of Wisconsin, which currently has about 100,000 volumes in a separate open-shelf, cafeteria-style reserve collection, plus about 40,000 volumes in storage. For its proposed undergraduate library, there is still envisaged 25,000 volumes on three-hour reserves, 50,000 volumes on open-shelf reserves limited to three-day circulation, and 65,000 volumes on non-reserve, regular circulation. At Michigan, the closed, four-hour reserve book collection numbers about 5,500 titles in about 21,785 volumes; these 21,785 volumes constitute 15.5 percent of the collection of 140,000 volumes in the library. At Wisconsin, 75,000 out of 140,000 (or 53 percent) are envisaged as reserve books. Obviously, Wisconsin is much closer to the idea of a non-circulation collection, or a collection with sharply restricted circulation, or a reference collection, than Michigan where nearly 85 percent of the books are allowed to go out for home use for three weeks. The question is: Which of these systems is educationally more efficacious? Are we perhaps coming full-circle back to the idea of the reserve book system that is intelligently administered as not being quite so bad as librarians had traditionally assumed it to be?

Michigan started out with the theory that a separate reserve book collection was educationally unsound or undesirable because it tended to cause students to restrict themselves to reserve books rather than to expose them to related books of possible interest. Intermingling reserves and non-reserves was considered its "most distinctive operating procedure."

The original plan and practice was to have virtually no closed reserve book system, except for a very small one for personal copies lent to the library by professors or books that were borrowed from other branch libraries in the system for a specific course. After several years of experimenting with this system of intershelving circulating reserve books with other regularly circulating books in the general collection on open shelves, the system unfortunately broke down; there was faculty opposition, and too many students were frustrated when open reserve books were missing from the shelves at the time they were needed. These high-demand books were stolen or misplaced or hidden by students, or passed from friend to friend. The library was finally forced to place such high-demand books behind a closed counter, except for some 3,400 books that remained intermingled with the general collection of 140,000 and which were allowed to circulate for only one week as compared to the usual three-week loan period in that library.

There is another controversy of a minor nature regarding reserve books: Should they be made available cafeteria-style, with check-out control, or should they be kept behind a counter and delivered by attendants? There are strong advocates on both sides. Under the right conditions, with plenty of duplicate copies, and enough space between stack aisles, the self-service cafeteria-style seems to work well at Wisconsin. The new and automated behind-the-counter sytem at Michigan causes lines to form and congestion at the desk at certain times, but the library needs fewer copies and there is a greater assurance that books will not be stolen or misshelved and be more readily available at all times. We need to conduct a systematic and comparative study to determine which of these alternatives is more productive of educational values, more efficient in terms of better service to more people and fewer service failures, and which is more economical, all things considered. Both systems can be made to work, and there is no way to settle the argument short of objective data, which we do not have at present.

11. THE MULTI-MEDIA CENTER CONCEPT

Libraries have increasingly included media other than the printed word among the resources made available to library users. There is nothing controversial about including such materials. Some libraries include only phonorecords and tapes relating to music and literature (for instance, Michigan); others include language-instruction records. In one undergraduate library, the librarian concerned wrote to me that very few visual aids are made available in his undergraduate library and those that are supplied do not relate to the curriculum. He added that "another agency on the campus fills this need, and I am thankful for it." At Stanford University, as just one example of a more elaborate audio-service program, there is a sizeable collection of disc and tape recordings including music, drama, and poetry; there are four language laboratories; and, in addition, there are daily programs of music and the spoken word that are broadcast to those carrels in the library that have audio outlets and for which earphones may be borrowed at the loan desk; in addition, there are three group-listening rooms. The audio facilities of undergraduate libraries usually provide dial access to specific channels on which specific programs can be heard. There is usually a bulletin board which indicates at what times and on what channels the programs are made available. Much less common is the provision of film projectors, slide and film strip projectors, overhead projectors, and similar equipment, except for use in seminars and classrooms. Also less common are individual listening booths where students can listen to music without earphones. At the University of Michigan, we originally provided a room in which a student could view, and listen to, sound motion pictures individually; there were four film projectors equipped with earphones. This facility was not made use of and, therefore, did not develop as we had originally envisaged, primarily because we did not find it financially possible to build up a collection of motion pictures in the library, and the separate audio-visual service of the university where such films were obtainable was at a considerable distance from the library. This service was, therefore, discontinued. One's impression is that undergraduate libraries have not made as much use of audio-visual media as some of the newer community colleges (for instance, Dade County Junior College, Florida, or Foothill Junior College, California). In these community college services, very large areas are provided for such services, and they include taped lectures of college professors and notable guest lecturers. There is no evidence that educational television has so far made much of an impact, if any, on the undergraduate library scene as it exists today. We hear a great deal about the potential of cartridge films for individual viewing, but this dimension of service has apparently also not yet moved into undergraduate libraries.

Important as the audio-visual dimensions are in education, it is well to keep in mind that such services should not be provided in a library at the expense of book-related services. We need both, and we need adequate support for both.

What is often lacking is sufficient integration between books and the various media of communication, so that the student will be less likely to overlook the availability of materials other than the printed word when he studies in the library. Physical separation between books and other media is usually dictated by the nature of the media; for instance, it does not seem advisable to place films or film strips or perishable phonorecords on the same shelves as books (although such has been suggested for at least one proposed library).

Nevertheless, some degree of integration is possible through the library's catalog, in which entries for audio-visual holdings might be filed along with entries for books. Since tradition-bound librarians still tend to be predominantly book-oriented, such integration is often not attempted; and the provision of separate catalogs or indexes does not achieve the same objective. Of course, cost considerations enter into the picture. When a library deviates from traditional procedures, and thus incurs a greater expense, it must justify the extra expense. In this case, the chief justification would be that integration would provide an insurance against the student's missing relevant materials even though the materials are not in book form; it would save the student the extra steps of consulting different finding tools. Much would depend also on the extent to which audio-visual materials have been produced specifically with the college-level student in mind.

12. PROVISION FOR THE EXCHANGE OF IDEAS

The typical and traditional idea of a library is a place in which an individual reads a book or magazine, takes notes, and then thinks about what he has read. It has been recognized increasingly, however, that much of the educational process that goes on in college takes place through an exchange of ideas that developed in the minds of students in the course of their reading, and that they have a desire or an urge to discuss ideas with fellow students, i.e., members of their "peer-group." A library building for undergraduates should make some physical provision for the facilitation of this kind of activity that has increasingly been recognized as being educationally significant. Faculty members at the University of Michigan have developed a separate so-called "residential college," under the leadership of several professors who have stressed the need for providing the right kind of environment which encourages such interchange of ideas.[13] Students may learn as much from each other as they learn from lectures. As Philosophy Professor Abraham Kaplan at Michigan recently said in a television program in which he was featured as one of the great college teachers in the U.S. today: "What happens in the classroom is the least important part of education."

Traditionally, library buildings have not reflected a great concern for this particular phase of education. Steps in this direction, however, are becoming visible. One example is the beverage lounge in the basement of the undergraduate library at the University of Michigan, which at times becomes so jammed with students that there is standing room only. Group-study rooms are provided for a similar purpose. Recently, a research sociologist, Burton R. Clark, of the University of California, wrote: "No campus library is a good library if it does not have a good coffeeshop. Ideally, a library should have a large number of rooms where books can come together with coffee and conversation. The sign on the wall should read: 'TALK!' "[14]

13. SHELF ARRANGEMENT ALTERNATIVES

The easiest way to arrange the books on the shelves of undergraduate libraries is to arrange them in straight call number order. In some libraries (for instance, at Harvard and at the University of South Carolina) the special simplified Lamont classification scheme has been devised. Another alternative is one adopted by Stanford University where books are arranged by "clumps" or related classification groups, so that all books would be together that cover, say, the subjects of economics, or history, or English literature, or philosophy and religion; but these "clumps" would not necessarily all follow the alphabetical sequence of Library of Congress numbers on a given floor; if such an arrangement is adopted, it is, of course, necessary to provide some kind of subject-index to the classification and location before students can readily find the books. Those who plan undergraduate libraries have to make a choice here, and each alternative has its own advantages and disadvantages. Most existing libraries tend to follow the straight sequential arrangement of the library's classification scheme and avoid special schemes that are tailor-made for undergraduates. The argument favoring the adoption of the same schemes as that of the main library is that students benefit from becoming familiar with the same classification and arrangement that is followed in the research parts of the university libraries; hence, referral from one to the other is much easier. This argument seems to have considerable validity and outweighs any advantage claimed for adopting any special scheme that would relate more directly to the curriculum or current approaches to knowledge than is true of the Library of Congress classification. Using identical classifications also makes the transfer of books or the borrowing of books from other collections much easier because they can be readily interfiled on the shelves. Like the reader-interest classification adopted for the more popular part of the book collection on the open shelves of the Detroit Public Library, a student-interest or course-oriented, or discipline-oriented classification could undoubtedly be developed and yield some educational benefits. It is simpler and more practicable, however, merely to follow the standard classification scheme of a given library system. Under such a system, students should be instructed in the principles governing the classification, so that they can take full advantage of its potentialities rather than use call numbers merely as locating devices for books that they find listed in the catalog.

14. DEPTH OF INDEXING

There are several additional topics that should be covered in some depth, but for which there is not sufficient space in the context of this presentation to do more than touch upon them briefly. First there is the question of what is most efficient with regard to information retrieval. Our traditional cataloging practice does not enable us to retrieve parts of books that a student might find useful in the preparation of his papers or in his studies. The question to be raised here is whether or not cataloging in much greater depth than is traditional may not be appropriate for undergraduate libraries. One objection is cost; it obviously will be an extra expense. The other objection is an educational consideration: Should we pamper or spoon-feed students or should we teach them how to find information in the normal way or the hard way? Considering how hard-pressed many students are for time, there may be some justification for doing all we can to facilitate the bibliographic search. It may be best to provide as many guide-posts as possible, rather than worry too much about the cultivation of library searching skills.

15. VANDALISM

Another question is that of theft and mutilation. It seems a pity that the efforts of librarians are so often frustrated by the irresponsibility exhibited by a minority of students. We have really no good solution for this problem at present. Check-out controls may serve as psychological deterrents, but they can be sabotaged. Readily available photocopying may counteract the exasperating tendency of students to mutilate and tear out pages; but in the end, librarians often find themselves in a helpless situation. Somehow faculty members must begin to instill in students a greater respect for books and libraries and a greater respect for the needs of fellow-students. Although we want students to think of library books as expendable materials, rather than objects of veneration, we should attempt to cultivate a respect for the printed word and for public property and to make them appreciate the great privilege it is to have access to a good library, and that such a privilege can easily be lost if they abuse it. It requires, perhaps, a commitment to an honor code rather than the reliance on policing power, although such a prescription may well be too idealistic.

16. PAPERBACKS

Another point relates to the paperback revolution, which undergraduate libraries could take much greater advantage of. Paperback books could be sold in libraries, or selective packages of quality paperback books could be made available to each student for a whole term in un-cataloged form. The purpose would be to increase very greatly the student's exposure to the printed word, and literally saturate his environment with books. Perhaps we need to change our basic conception of what is proper for a library to undertake. Perhaps books should be regarded as a category of materials which an institution can justify making available to students by means of, at least, partial subsidization. Just as our bookkeeping does not require that libraries recover the library cost of circulation from the student, we may conceivably also reach the point of not having to recover the full cost of giving books away to students in lieu of circulation.

17. COMMUNICATION WITH THE TEACHING FACULTY

Next, we need to concern ourselves about communication between the library and the faculty. Often librarians work in a vacuum, without being fully informed of curricular developments or the objectives faculty members have in mind in teaching their courses. We should see to it that librarians working in undergraduate libraries should be invited to faculty meetings and be given time to meet with the faculty and converse with them about ways in which the library can serve the educational objectives.

18. INSTRUCTION IN THE USE OF THE LIBRARY

In large undergraduate libraries, not enough is being done in the way of instruction in the use of libraries; and part of the difficulty is that we have not really come to grips with the mechanics of handling large numbers of students and that we do not know how to provide it at the right moment when instruction is needed. Teaching machines and cassettes in tape-playback machines offer possibilities that have been tried, but more needs to be done in this area of concern.

19. SUBJECT MATTER OUTSIDE THE CURRICULUM

Another point, and one which I know may be quite controversial, is the provision of library materials concerning subjects that are not covered at all by the curriculum. We know that universities are relatively slow in changing their course offerings. We know that many universities are not always immediately ready to give room in their official course offerings to the latest trends or problems in the world around them. Examples could be cited where it took a considerable time for a university to acknowledge as acceptable subject matter certain fields that were of great concern to society at a given time, but too new or too untried to be given official recognition, e.g., Negro history. Today, among student activists, we see the development of so-called "free universities" on the fringes of the campus where certain subject matters are presumably taken up that are not considered respectable within the confines of academe. These offbeat groups and interests often have no way of finding an institutional outlet or response. The question that may well be raised is whether the undergraduate library may not be the appropriate agency which would cover subject matter that has not yet been accepted by what students refer to as "The Establishment." To a certain extent, such extension of coverage has been a characteristic of many libraries. For instance, we have books in our libraries on Communism written by Communists even though Communism has not been accepted as a desirable form of government in the United States, and there may be books on specific religions not covered by the curriculum even though we may firmly insist on the separation of church and state. There may be books on race-relations that are perfectly acceptable in one part of the country but not in another, and that a library can make available to students with impunity, even though the institution itself may not be able to offer courses in such subjects. The same would apply to other controversial areas, such as sex, fringe-groups in the political arena, and *avant-garde* literature. Of course, if a library does not have sufficient funds even to support the curriculum, it can hardly justify over-extending itself and expanding into areas not covered by the curriculum. In some of the more affluent institutions, however, such extension may be considered quite legitimate and fully in the interest of free speech and intellectual freedom that librarians are committed to in the tradition of John Stuart Mill's *On Liberty.* For instance, the library can get away with supplying the text of a controversial play even though the college authorities or the legislature or the taxpayer may violently object to the performing of the play on the college campus, as has recently been the case in a California state college.

20. INDEPENDENT READING

Finally, let me touch on a matter that is likely to give all librarians increasing concern in the future. I am referring to the enormous pressure the students are put under by the faculty and the institution through heavy course-loads and excessive assignments of specific readings, through the whole system of cramming for examinations to obtain good grades, and through extra-curricular events and activities. There is increasingly an absence of an atmosphere of the leisurely pursuit of learning and independent study, to say nothing about the incursion of television and commercial movies. Some librarians may be concerned about the fact that circulation figures in some traditionally organized libraries have tended to decline in some instances. On the other hand, we have observed that when an undergraduate library is built, the use of books tends to increase quite dramatically; and so we look upon the undergraduate library development as a way of stimulating students toward using books voluntarily out of personal motivation, independent of specific assignments made by the professors. What I am concerned about is that the professors very often merely pay lip-service to the value of independent reading, and, through their actual practice of overloading students with assignments, basically work against the sort of use of libraries that professional librarians and most enlightened educators envisage as being most valuable educationally. When one talks to students, one is often shocked to discover that they feel they have not had enough time to use the library, except for reserve reading and the studying of their textbooks. Not so long ago, I heard a student on a television program say that he had received a notation from one of his professors on the postcard on which he was informed of his grade on the course he had taken, which read as follows: "If you hadn't done so much outside reading, you would have got a better grade." Such a comment, to many of us, is a very sad commentary on the learning environment we have provided for our students; and much of the dissatisfaction evidenced by students on various campuses of major universities may well be traced, to some extent, to this low priority assigned to the pursuit of independent reading by the classroom teacher. The only solution to such institutional ambivalence, reflected in providing good libraries, on the one hand, and then, in actual practice, discouraging students from using them, is to re-establish, to a greater extent, reading courses or honors courses in which credit is given for independent pursuit of reading, so that the invaluable resources and treasures made available through undergraduate libraries will actually be taken advantage of by students.

I have said very little about bricks and mortar. I have tried to emphasize books and reading because I think that is what undergraduate libraries are designed to stimulate.

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1. *College and Research Libraries*. 29:144-156 (March, 1968).
2. Obtainable through University Microfilms, Inc., 300 N. Zeeb Road, Ann Arbor, Michigan. (Order No. 67-17731).
3. William S. Dix, "Undergraduate Libraries," *College and Research Libraries*, 14:271 (July, 1953).
4. Robert H. Muller, "The University Library and the Evolution of its Physical Plant," *Southeastern Librarian* (Summer, 1960), pp. 70-77, 91.
5. These quotations are from an unpublished memo dated August 5, 1964, addressed to Chancellor Herbert F. York of the University of California at San Diego, sent to the writer by the Director of the Library.
6. James Packard, "The Undergraduate Library," *Research News* (Ann Arbor: Office of Research Administration, The University of Michigan), vol. 15, no. 11, (May, 1965).
7. Melvin J. Voigt and Joseph T. Treyz, *Books for College Libraries*, (Chicago: American Library Association, 1967).
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10. Published by the American Library Association, since March, 1964.
11. Patterson Smith, "Reprinting Hokum," *Library Journal*, 93: 1387 (April 1, 1968).
12. Letter to the writer, dated March 8, 1968.
13. Theodore M. Newcomb, "Student Peer-Group Influence," *Personality Factors on the College Campus*, edited by Robert L. Sutherland and others (Austin, Texas: Hogg Foundation for Mental Health, University of Texas, 1962) p. 84.
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Compiling and Publishing Reference Books

BY THOMAS SHULER SHAW

In 1965-66, when I was editing the government publications issue of the *Library Trends,* which appeared in July 1966, I assigned topics and asked a number of documents librarians to contribute. In several instances I got the reply: "I can't do the article for you because I have searched the literature and there is nothing there on the subject." Some librarians, however, when they got such subjects, took up the challenge and replied: "I think that you are a skunk to have assigned me a topic on which there has been nothing written, but I will do my best." And they did with the result that there was not too much rehash of old material in that publication. I am sure that all of you have picked up a library journal expecting something new, only to find that you had read the same ideas over and over again in previous articles. I have, and I am sure my disgust was as great as yours. I think that the librarian deserves something better than this, particularly in a series of library lectures. Therefore, when I was asked to give this talk, I determined that it should be as original as possible. When I say "as possible" I mean that I have not gone to library literature for ideas, and there is consequently no bibliography appended. On the other hand, can anything be entirely original? In this particular instance, at least, I believe not. I am the product not only of my own thinking but of almost forty years of assimilation of ideas from others: At the School of Library

Thomas Shuler Shaw was the twelfth lecturer in the Library Lectures Series on December 6, 1968. Mr. Shaw holds a B.A. degree in English literature from George Washington University and a B.S. degree in library science from Columbia. Among the various positions which Mr. Shaw held with the Library of Congress, he was head of the Congressional Unit from 1941-49 and also head of the Public Reference Section from 1954-62. He is presently a professor of library science at Louisiana State University, the position which he has held since 1962. Mr. Shaw has held chairmanships and offices in numerous professional organizations including A.A.L.L., American Library Association, and Association of College and Research Libraries. He received the American Library Association's Isadore Mudge Citation in 1968.

Service at Columbia, as an associate of many outstanding people at the Library of Congress, and as a teacher where the student often stimulates original ideas by asking questions that are not answered in his reading. (In fact, often in his papers, he offers thought provoking answers to these problems through his own analysis of the case.)

A number of years ago, Somerset Maugham presented the Library of Congress with the manuscript of his *Of Human Bondage*. Dr. Luther H. Evans, then Librarian of Congress, persuaded the author to give one of his rare public speeches as he stuttered miserably. After the talk was presented, Evans said: "We will now see one of the marvels of the modern age. While we have been listening to the words of Maugham, they have been transcribed, set in type, printed, bound, and even signed by the author." And sure enough, then and there, a limited signed edition of the discourse was presented to each person in the audience. While, of course, Dr. Evans was speaking with tongue in cheek, there was an element of truth in what he said: Aren't we expecting a little too much of the "New Age" in the way of production of new works, particularly reference tools?

While we marvel at the feats of the "machine age" which makes it possible to produce such extensive reference books as the long-awaited *National Union Catalog, Pre-1956 Imprints* in 610 volumes now coming from the press at Wisbeck on the eastern coast of England, we must remember that it will take ten years before it is completed. Yet, who can say that such a work may be completed in a month in some new "machine age" in the future? And in looking back for a moment we must not forget that there were other "machine ages" that were just as important in the development of the reference tools of today as is MEDLARS in the current production of the *Index Medicus*. To mention but a few: Mechanical devices of earlier times lead to the carving of hieroglyphics, the written word on papyrus, the evolution of the moulds, the presses, the matrixes, that provided the paper and the machines in order that we could have the printed word. Who can say which is the greater: the "machine age" of say 3000 B. C., or the 15th Century A.D., or 1968 A.D.? What we do know is that all of these and many others had their place in making it possible for us to have reference books today. In addition to this, in looking back over the history of writing and printing, we also see that the individual, the group, and the publisher all had a hand in this development. And all of these factors still contribute to the publication of the reference books today.

The good reference librarian needs all the tools that he can assemble in order that he can fulfill his duty of locating the best information on a given subject in the quickest possible time.

During President Franklin D. Roosevelt's administration he requested that a Lincoln quotation, which he wished to use in one of his speeches, be verified. We looked and looked, and it became later and later in the evening, then night, but we kept right on as was the usual procedure for a presidential request—"Don't stop until you find it"—was the motto. Finally, about 2:00 A.M. there appeared to be nowhere else to look, and we decided to go home, get some rest, and collect our thoughts about new avenues of approach to be pursued in the morning. The Lincoln material at the Library of Congress is kept in a wired off locked section of the American history stacks and is entered by a wire door. Lights were out and one of us banged at the door in disgust at not having come up with an answer. With the jar from the bang, a book fell off the shelf, and, being good librarians, someone re-entered the cage to retrieve it. When it was picked up, it was found to have spread open, and to our amazement, it was opened to the very page which contained the quotation wanted by the President.

I use this as an illustration of how some people feel that we do reference work, that we can get along just as well without reference tools, that our techniques as reference librarians are hit and miss. Not too long ago I heard the head of a large Canadian computerized library complex tell a picked group of the top reference librarians of the country: "I would not trust any of you to do the kind of job that our reference librarians do!" I think that most of the people in the room would have had the rejoiner: "And we would not want to!" The reference librarian appreciates the computer for all the fine reference books that it has enabled us to have, but, on the other hand, we have to be realistic enough to know that the computer, at the present time, cannot provide complete reference service to all patrons. Readers do not want stock answers for the simple reason that "canned" answers do not satisfy completely individual questions in a vast majority of the cases.

Before we continue I think that it is best that we define what we mean by a reference book. Some say that all the books in the library are at times reference books, and this is true: A novel may have a quotation on its fly leaf which answers the inquiry regarding how it got its name; an ordinary high school textbook may have the best explanation of how to make sulphuric acid in answer to a query; or a common school grammar may best tell you when to use a part of speech. But does this make them reference tools? I think not. There are others who say that a reference book is one that is not meant to be read through, yet one can do just that with Mencken's *American Language* with pleasure. On the other hand, it is a very fine reference book and answers many questions about the origins of American words. I have come to the conclusion that a reference book is simply one that is used constantly to answer questions from readers. It must be remembered, however, that there are permanent reference books such as the encyclopedias, which always remain on the shelves until a new edition retires them, and temporary reference books that are brought to the stacks for some seasonal reason such as the national election when dozens of questions come to the library about party platforms, election records, etc., and are then retired to the general stacks until the need arises again four years hence.

To perform this service of getting the best answer in the shortest time the reference librarian must, first of all, have a good knowledge of where to find what has been published and what to expect from the publisher in the future. It is impossible to know how many books have been published in the world to date, and we cannot state how many reference books have been issued. What we do know, however, is that there are so many that no one bibliography has been attempted that lists them all, and I believe that it is safe to say, after watching the growth of the regular lists of reference books such as Winchell's *Guide to Reference Books,* that the reference book shares its fair proportion of the sum total of all books that appear each year.

The Individual Compiler

I was sitting at a meeting of a research committee of the American Library Association not too many years ago, and we were discussing how the individual research project has contributed so greatly to the production of reference aids for the librarian, and several of us felt that the committee should encourage such endeavors. One member, however, killed the whole proposition by saying that such projects are now out of date: That anyone with an ounce of gumption now could get a government grant for such research with plenty of money and plenty of help. An aside was made to me that this particular individual had evidently never been refused a grant. I do not agree with this philosophy. There are plenty of projects for all: The individual, the group, and the compiler-publisher. The only thing that is different from the past is that each group has to be more careful in deciding which can accomplish the work in the best manner and by what method. An example of this is Cruden's *A Complete Concordance to the Old and New Testament.* In 1737, when it was published, and for many years afterward, concordances were tedious jobs—labors of love—on the part of individuals. This particular work, which took years to complete and also contributed to the insanity of the author, is yet very accurate. On the other hand, in 1957, *Nelson's Complete Concordance of the Revised Standard Version of the Bible* was compiled in a few months with the help of the computer under the supervision of John W. Ellison, and there is no record of his having gone insane over the work. Although, there may be cases in the future, machines being what they are! From this, it is obvious that the individual author or compiler should choose a project that can best be done by one person.

Another pitfall the individual must avoid is to select a subject that has market value if he is interested in having his work published. Fortunately, the reference librarian is in a good position to know what is needed from the day to day questions that are asked. My own *Index to Profile Sketches in New Yorker Magazine* was the result of the fact that I got tired of looking through many of the issues of that periodical whenever a congressman would remember a profile and would wish to see it again, and, no doubt, Ella V. Aldrich Schwing, who makes possible this lecture series, felt the same need when she compiled her *Using Books and Libraries* and her *Using Theological Books and Libraries.* (I hasten to add that Mrs. Schwing was a much better judge of the market than I for I have never received any royalties for the *Profiles!*) Mabel Hemphill, Catalog Librarian, Louisiana Polytechnic Institute, and Raymond P. Bello, a senior librarian in the Documents Department of this Library, made a real contribution when they compiled basic lists and bibliographies of *United States Government Publications.*

The outstanding example of the devoted work of one individual and carried on by a second, is our bible: first Mudge, then Winchell. Their *Guide to Reference Books,* now in its eighth edition, has probably helped more reference librarians in their work, day in and day out, than any others by an individual. Such works as Lucy B. Foote's *Bibliography of the Official Publications of Louisiana 1803-1934,* which is being carried on so ably by the individual efforts of Margaret T. Lane, are distinguished. Jacob Blanck has devoted a number of years of his life to his definitive *Bibliography of American Literature,* without apparent injury to his health, yet Lowndes, who compiled the much used *Bibliographer's Manual of English Litera-*

ture, and the equally famous Watt of *Bibliotheca Britannica* renown literally gave their lives to bibliography. The former died deranged and in poverty, and the latter not only passed on from exhaustion brought on by his endeavors, but carried two sons along with him in the same condition. Although this do-unto-death devotion is not as prevalent today as formerly, in recent times I have heard of one person going insane over the compilation of an index to one of our basic reference tools. But do not let this deter you as there are many areas in which the individual librarian can make a contribution without injury to mind or health! In fact, almost every reference librarian engages in such projects consciously or otherwise. He generally has a file of hard to find references to quotations, etc., a file of book titles that he is using all the time in the stacks which saves him looking up the same book numbers day in and day out, or it may be a list of hard to find portraits or obituaries of local people. Many of these develop into really useful local indexes that are used by the rest of the staff. To mention a few, one institution has a reference assistant who has developed a valuable index of those in the community who can be called upon to make translations in various languages; another has a genealogy librarian who has made tracing of the old tombstone inscriptions in the neighborhood and has transcribed them onto cards; one has an index to World War I poetry that is invaluable; while yet another has, on cards, the names of all persons who appear in the local histories of the state. The possibilities are limitless and the results very rewarding. Many of these started as indexes for local consumption only and ended up as published volumes for the use of all reference librarians.

Sometimes these individual works outgrow the capacity of the first compiler and have to be taken on eventually by a large group of people working as a team, or they become compiler-publisher projects. Examples of these are the Webster's dictionary, the *Cumulative Book Index,* and Jaques Cattell's *American Men of Science.*

To illustrate the use of one of the best known individually compiled reference books, *Subject Collections,* by my friend, Lee Ash, I will relate how it was effectively used by one of the students in our Library School to answer one of the "unlocated reference questions" that I sometimes give for "mental exercise." For some time librarians at Ohio State University Library had been searching unsuccessfully for a poem by Robert Frost in which he referred to Communism as "homogenized humanity" and used the expression "cream rises to the top." The student searched the Frost material in this Library without coming up with an answer, and followed the advice that I often express in my classes: "If you can't find it at home, try elsewhere—by telephone, letter or whatever means you have available." He located the names of librarians in charge of all the Frost collections listed in Ash and queried them. Fortunately, one of them had been to a small, special dinner party for Frost, and in honor of the occasion, the poet had written a poem which had been printed in a limited edition—one copy for each guest, which he presented to them as a keepsake in memory of the occasion. It so happened that this particular librarian was there and received a personal copy. I am sure that you have guessed by now that he poem in the leaflet was entitled "Communism," and that the work expressed the thought that even in a homogenized society, sooner or later the cream would rise to the top.

When I went into reference work, the reference books were sacred; they were left in their pristine state. Now I am glad to see that it is a common practice to add notes to these volumes that greatly enhance their reference use. I remember the long hours, in later years, that I spent in writing the call numbers for the holdings of the Library of Congress in the *Union List of Serials.* Unfortunately, people came from all over the Library to use that copy, and it was not long before it was worn out, and we had to recopy the notations into another copy. Such numbers in many books not only save time in looking up book numbers, but also show which of the volumes indexed are in the library's collections. Most reference books are out of date before they leave the press, and the addition of documented annotations often keeps them current particularly in the fields of sports, awards, chronologies, changes of position, bibliography, etc. Also, obvious errors may be corrected, not by scratching them out (heaven forbid) but by supplementary notes.

In summary, the individual who wishes to compile the successful reference tool for publications should: (I) Investigate and find out those he does not have but would be constantly needed; (2) make sure that he does not embark on a project that can better be done in group cooperation or by machine; (3) pick a subject which he can work upon with enthusiasm, one which he will want to engage in on his own time as well as the library's, because he will surely have to do the latter no matter what subjects he picks.

The Group Endeavor in Reference Book Production

There have been several large and small group endeavors in Louisiana which have lead to publication. *The Louisiana Union*

Catalog and its supplements are the products of the vision of that great librarian, Essae Martha Culver, and carried on effectively by Sally Farrell, both Louisiana State Librarians, and distinguished committees of the Louisiana Library Association. T. N. McMullan's sponsorship of the *Newspaper Files in Louisiana State University Library* is equally noteworthy. Anne Jane Dyson and Helen H. Palmer's *American Drama Criticism: Interpretations, 1890-1965 Inclusive, of American Drama Since the First Play Produced in America* (I think that they were trying to outdo *A Funny Thing Happened on the Way to the Forum* with that title) and *European Drama Criticism: Interpretations of European Drama*, save the reference librarian many steps. One such index, done by the Works Progress Administration and published in mimeographed form, lead to the solving of one of the most interesting reference searches that I made while I was at the Library of Congress.

When the papers of Abraham Lincoln were being edited for publication in Springfield, Illinois, there was found mention of a "Soapy" Gardner with no identification. All the resources of the local libraries were exhausted, and no reference was found to this person. Therefore, the inquiry was forwarded to Washington, and it fell to me to track him down. Many sources were unsuccessfully consulted, concentrating, of course, on the Lincoln area of Illinois. I then decided that peripheral state material would have to be searched and finally came to the index of the Cleveland, Ohio, newspapers done by the WPA. A reference in the *Cleveland Daily Herald* of March 9, 1851, page 2, looked promising, and on turning to that page I found that "D. P. Gardner known as the New England Soap Man, proposes to lecture in Cleveland on his favorite topic, some evening this week. He is a Yankee genius of the oddest genus, and soaps everybody but editors. They belong to the class bored. N. B. The Soap Man goes off at Empire Hall tomorrow evening." Further research in WPA newspapers indexes disclosed that he could make the audiences laugh when talking about such serious subjects as Cicero and Demosthenes, and that he was a descendant of the Puritan, "Awful" Gardner. A check of the Gardner genealogists disclosed that in 1624 a person by the name of Thomas Gardner had come to Cape Ann in order to establish a fisherman's plantation, and that one of his descendants, born in 1823, was a Daniel Pierce Gardner. This finished the search, and the answer would probably never have been found if it had not been for the newspaper indexes done by groups of individuals during the Depression.

But, you will ask, how did Lincoln get involved? The answer is that "Soapy" gave sample cakes of his soap to famous persons for trial in order that he could get their written testimonials and, as did many others, have facsimiles made for advertising purposes. Lincoln fell for this ruse and produced the following: "Some specimens of your Soap have been used at our house and Mrs. L. declares it is a superb article—She at the same time protests that I have never given sufficient attention to the "soap question" to be a competent judge. Yours truly, A. Lincoln."

Library Associations and Reference Book Publication

The American Library Association has been most active in publishing and sponsoring new reference books. Its Publishing Department under the able direction of Pauline J. Love and its Subscription Books Committee under the competent hand of Helen K. Wright have done much to raise the standards and select for publication reference tools of great distinction. That Association has not only published Winchell's *Guide to Reference Books* previously mentioned, but also such outstanding works as Ellen Jackson's *Subject Guide to Major United States Government Publications*, the *A. L. A. Glossary of Library Terms*, Richard Sealock's *Bibliography of Place-Name Literature: United States and Canada*, and that selection aid of distinction, *The Booklist and Subscription Books Bulletin*.

The New Reference Tools Committee, formerly of the Association of College and Research Libraries and since 1957 a part of the Reference Service Division, has been instrumental in the revision of many useful reference works in order that they be brought up to date. Among these are Shaw's *List of Books for College Libraries*, which has been brought up to date by Melvin J. Voigt and Joseph H. Treyz in *Books for College Libraries*, which was also published by the American Library Association, and the new *International Encyclopedia of the Social Sciences*, which brings the old *Encyclopaedia of the Social Sciences* up to date and is published by Macmillan and the Free Press. Chapters of the Reference Service Division, such as the one in Maryland, also have provided valuable union lists of serials, etc. It is hoped that one will be established in Louisiana soon to do similar projects.

Many other library associations have added to the reference book list. The Special Libraries Association has published such useful works as *Map Collections in the United States and Canada*, the *Guide to Special Issues and Indexes of Periodicals*, *Dictionary of Report Series Codes*, *Handbook of Scientific and Technical Awards* *in the United States and Canada,* and, in cooperation with the U. S. Department of Commerce, Clearing House for Scientific and Technical Information, *Technical Translations,* which since 1968 have been included in *U. S. Government Research & Development Reports.* The Catholic Library Association's *Catholic Periodical Index* and the American Theological Library Association's *Index to Religious Periodical Literature* have brought both the Catholic and Protestant periodical literature under some degree of bibliographic control. Also, mention must be made of the excellent *Index to Legal Periodicals* published by the American Association of Law Libraries in cooperation with the H. W. Wilson Company.

Compiler-Publisher

The greatest reference tool in any library is the catalog, and all catalogs are compiler-publisher products. One of the outstanding achievements of this century is the publication of this material in book form for the use of all, although the publication of the British Museum's *General Catalogue of Printed Books,* the *Index-Catalogue of the Library of the Surgeon General's Office,* the *Catalogue of the Library of the Peabody Institute of the City of Baltimore,* and others in the last century certainly paved the way. And in many cases, each new compilation improves on the old. For example, the new British Museum catalog carries all the penciled notes that were not present in the older edition; the *National Union Catalog, Pre-1956 Imprints* will list many holdings of the Library of Congress that only appear in manuscript form in the Main Catalog and the National Union Catalog of that institution; and the new *Union List of Serials* lists many titles that were missed by the last edition.

Since the card catalog in the library is its most valuable published reference aid, I should like to see it become a living, growing reference tool after the books are cataloged and classified. In using the books, the reference librarian comes across a great deal of pertinent information that could be added to the catalog cards with very little cost to the library and which the cataloger and classifiers do not have the time to track down. Noting this on the catalog cards would obviate looking up the same information over and over again. Of course, this would take a great deal of cooperation between the cataloger and the reference librarian, but I hope to see the day when every reference desk will have forms for submitting such suggestions to the cataloger with proper documentation.

Many of these notes would have suggestions for subject headings. I can see no reason, for instance, for waiting until the Librarian of Congress approves the word "Hippies" as a cross reference to "Bohemianism." I believe that it should go in now. After all, it took until the 1930s to get the main entry for "Rubber" under that heading instead of "India Rubber," and it almost took an act of God to get the subject heading of "Nurses and Nursing" divided up into "Home Nursing," "Nurses' Aids," etc. There was all of this delay in view of the fact that reference librarians had been complaining for years that people had been looking for the main entry under "Rubber" and that the subject "Nurses and Nursing" was so large that it was of practically no use whatsoever. Recently I discovered that Michel Bar-Zohar's *Ben-Gurion* includes a substantial history of Israel, and I would like to see "Israel-Hist." as another subject heading for that work. Of course, the reporting of the missing birth and death dates of authors would be routine as they were discovered, but others that would be somewhat unusual would be: A note regarding the location of the original copy of the work as well as the master copy of a film reproduction; mention that a serial is indexed in a certain service; that Samuel Perkes' *The Chemical Catechism* contains a substantial bibliography of turn of the century chemistry books; that Abraham Flexner's *Daniel Coit Gilman* contains a chapter on the Johns Hopkins University Medical School; information on the card for the *Opening of the Henry Hudson Parkway* by the Henry Hudson Parkway's Authority indicating that Aymar Arbury, II, was the architect; a note on the entry for the annual reports of the U.S. National Capital Park and Planning Commission that they contain plates and maps; and a cross reference to note that George Lansing Raymond's *Poetry as a Representative Art* is the entry for his *Comparative Aesthetics.* The spelling out in full of many acronyms and abbreviations would save many hours of the reference librarians time. When we have accomplished this, I believe that we will have a bibliographic tool of which we can be justly proud; an active, living card catalog. Who knows, through these additions a catalog might over the years become so unique that it would be worthy of publication.

There are other types of reference books that the publisher can best compile. Many will come to your minds such as the Wilson periodical and book indexes and catalogs, the U.S. Superintendent of Documents lists, Bowker's many serials announcing new books, library connected directories, etc.

There are other types of reference works where the publisher as author has excelled: The *McGraw-Hill Encyclopedia of Science and*

Technology often answers a large number of the questions asked by science readers in many of the smaller and medium-sized libraries across the country; the Gale Research Company's *Encyclopedia of Associations* rarely lets you down in answering inquires in that field; and the biographical works of the Marquis Company, *Who's Who in America*, etc., and Scribner's *Dictionary of American Biography* are unexcelled.

This publisher as author combination, however, has led to an unusual situation where some publishers have become not only the authors and the publishers of works but the sole sellers as well. This union has had some very beneficial results, one of which is the very fine group of reputable encyclopedias we have at the present time, but it has also led to some practices not approved by librarians and the public. As a result, a group had to step into the picture, and the Subscription Books Committee of the American Library Association was formed to accumulate information about books sold on the subscription basis and about comparable publications; to prepare reviews and editorial comments about such books for *The Booklist and Subscription Books Bulletin;* to receive reports of questionable sales practices affecting such books and to submit substantial facts to such agencies as Better Business Bureaus and the Federal Trade Commission; to publish the findings of these agencies in *The Booklist and Subscription Books Bulletin* when authorized for release; and to act throughout only as an evaluating agency, not as an advisory group.

As an example of how these compiler-publisher works assist the research worker, I will relate briefly how they helped me on a research project. A number of years ago I was working on a life of Mary E. Wilkins Freeman, the New England author. The Library of Congress catalog supplied me with the basic list of her published works in monographic form, and it also provided me with many valuable clues to unpublished material. For instance, Mrs. Freeman had jointly authored several books with other writers, and they in turn sent me the correspondence that had been exchanged during the length of the project. Next I used *The National Union Catalog* which provided me with additional titles not in the Library of Congress, and the British Museum's *General Catalogue of Printed Books* and other printed national bibliographies gave me lists of editions of her works that were published in other countries. Going from there to the copyright catalogs, a wealth of material was discovered: Individual stories in magazines and newspapers, plays, motion pictures based on her stories, and even photographs of the author. Next I used the magazine and newspaper indexes, which not only provided me with additional material for the bibliography of her works and articles about Mrs. Freeman, but a long list of names of people, things, and places that had been associated with her. *Who's Who in America* and other biographical works supplied me with the addresses of where to write for further personal information, and the *Guide to the Records in the National Archives* led the way to getting passport information. I could go on and on citing the compiler-publisher tools that were used, but I think that this is sufficient to show you how valuable these publications are in the research field. All this led to a note in the Library of Congress Rare Book Division's *A Guide to Its Collections and Services:* ". . . in 1942 Thomas S. Shaw, a member of the Library Staff, presented a fine group of first editions of the works of Mary E. Wilkins Freeman." Along with these were several hundred manuscript letters by and about the author. If it had not been for compiler-publisher publications, I would never have been able to have gathered together the information that led to the procurement of that research collection.

Needed Reference Books

There are many needed reference books that can be procured by all three groups: the individual, the group, and the publisher himself.

The Individual

In thinking over what needed projects that would be suitable for individual research, several came to mind. Boyd and Rips' *United States Government Publications* is badly in need of revision and up dating and is begging for an author to come along who will do it. There is a real need for a good encyclopedic dictionary of the Spanish American War, and Webb and Mulhall's dictionaries of statistics could become useful tools again with proper revision and up dating.

The Group

A group of persons could work on an up-to-date list of books for the junior college library. Also, there is a need to fill the gap in our national bibliography from 1872-1875. Sturgis' *A Dictionary of Architecture and Building* has long needed up dating, and the *ALA Portrait Index* would once again become a very valuable reference tool if it were brought up to date. A publication of the library and reference resources of this state would be most helpful, particularly if it brought out such useful local indexes as the one in the New Orleans

Public Library of obituaries in Louisiana papers, and the special facility for genealogical work at this University.

Compiler-Publisher Group

There are a number of needed reference works that probably can be done only by the compiler-publisher group. Of high priority is an author, title, and subject index to the United States Government publications, which would cover all publications sent to full depository libraries and would be issued at least on a monthly basis. A subject index to the Library of Congress printed catalogs up to 1950 when the *Library of Congress Catalog. Books: Subjects* began would be of the greatest value. An index to the *Checklist of United States Public Documents, 1789-1909,* and the up dating of the *Catalog of the Public Documents of Congress and of All Departments of the Government of the United States* from 1940 are long felt needs. A consolidated index from 1963 by author, subject, and title of the publications of all the United Nations related agencies on a monthly basis, at least, would have much use, because this information ceased to be included in the *United Nations Documents Index* in that year. A title index for the previously mentioned 1967 publication *Books for College Libraries* would greatly facilitate the use of this work as a searching tool. Strangely enough the big biographical publishing firms have shied away from a who's who among the protestant clergy even though many reference librarians feel the need for such a work and believe that it would have a good sale. Many documents librarians would be very grateful if the United States Bureau of the Census would resume its publication of lists of local documents, because there is presently no adequate coverage of this important field. A cumulative index to the *Index Translationum* would save many hours of searching through annual volumes going back to 1932.

These are only some of the important and needed reference books that come to my mind. Many more must be known to many of you. If this talk does nothing else I hope that it will stimulate some of you into action in this direction.

The Publisher

A casual look at Winchell and other bibliographies of reference tools will confirm what you probably already know: most of our reference books are being published by commercial firms. Rare indeed is the person who has the means and ability to compile, edit, publish, and sell his product as is the case of Besterman and his *World Bibliography of Bibliographies.* Societies, associations, and university presses also take a back seat in this area, although the last, which has not been mentioned before, as well as the others have made many individual contributions of great distinction. An example of this is our own Louisiana State University Press' *Civil War Books: A Critical Bibliography,* edited by such outstanding historians as Allan Nevins, James I. Robertson, Jr. and Bell I. Wiley. All of this brings us around to the point that our reference books must be of high quality, because commercial publishers are not in the business to subsidize authors. We are also fortunate that once the publishers have accepted a work they are most cooperative in keeping the work up to date or in their stocks by reprints, revised editions, supplements, and new editions. In fact, about 25 percent of all the reference books issued each year fall into these categories.

Nor can we forget the reprints of reference books in paper back editions (see the lists in *Paperbacks in Print* and *Paperbound Books in Print*). There you will note that a well rounded reference library can be acquired for home use for very little money.

For many years I have been studying the relation of the budget for reference and general books in the humanities, the social sciences, and science and technology in many types of libraries: College, university and research, large and small public libraries, and school libraries, and the results in all come out surprisingly the same. Reference and circulation book publishing figures are highest in the social sciences averaging about 45 percent, next highest in the humanities coming to about 30 percent, and least highest in the sciences and technology but close to the humanities with about 25 percent. I believe that in preparing the budgets in these fields these figures should be correlated with costs: Science books are about $3.50 more per volume than those in the social sciences, and social science books average about one dollar more in cost than those in the humanities. After the amount budgeted to each of these disciplines is figured out, each should determine how much they are to spend on reference works. By following this method some libraries will not be embarrassed as they have been in the past by not having an important reference work for several months, because they had to wait for the new budget. It is always easier to explain that you have to wait for funds for a book going into the general collections than it is to explain the reason why you did not have the new edition of say the *McGraw-Hill Encyclopedia of Science and Technology.*

In the future the computer will play an important role in preparing the budget. It will supply not only the circulation figures for the social sciences, the humanities and the sciences, but will be able to ascertain the number and costs of the reference books in each of these disciplines over a given period. Furthermore, it will be able to give an exact correlation of the proportion of the budget that should be received by each for both the general and reference collections.

The Library School and Publishing

I can think of no library school course that does not require recourse to some reference tools, and many of them require extensive study in how to select, evaluate, procure, and use these works. In addition, in the preparation for these courses, many students discover gaps in the literature that should be filled, and more than one has set out upon a project that led to the publication of a badly needed book while in school. Also, under the present library school master's program, all students leave the campus with a good idea of publishing practices of reference materials, the compilation and editing of manuscripts of these special works, the economic, historical, and social aspects of the production of this type of publication in the past and currently, an understanding of how they are promoted and distributed, and methods of selection for individual collections.

In my teaching I have always tried to assign problems whenever possible that would have a destiny other than the circular file. Two have been mentioned with regard to lists of documents and document bibliography under individual projects. Group contributions have been made to index the *Louisiana Library Association Bulletin* each year for publication in that journal, and several papers by students have appeared in that and other serials.

Publishing of Reference Books

There are a number of economic and social aspects that enter into the publication of reference tools, and the publisher of this type of book has some advantages as well as disadvantages over the general publisher. First of all he is usually publishing material that is more permanent in sales value than regular books, although the initial cost of production in most cases is probably more. Therefore, he can have a larger printing, but he must expect the return on his capital to come in slower. In times of inflation, such as at the present, he can up the price on his older works and make a larger profit than on his current list, but if he publishes at inflationary prices and a recession sets in, he must take a lower rate of profit, not only because he has paid more for the production of the work, but because in depressed times there is less sale for the product. Another factor that he must also take into consideration is the ascertainment of the number of copies to be printed, because some works will go out of date more quickly than others and need revision.

One of the most detrimental of the social and economic factors that he must face is that of upheaval and war. World War I and World War II were the causes of the cessation of the publication of several important works in the reference field. Some were the results of the bombing of whole stocks of books, as was the case of Leipzig during the last war. Others were the result of the lack of sophisticated manpower resulting in the loss of foreign entries and annotations of foreign works in English in many of the Wilson indexes, because the linguists could not be found to prepare them. The *Deutscher Gesamtkatalog,* that great German Union Catalog, has not had a volume since 1939. World War I took down with it the important *International Catalogue of Scientific Literature,* and there are many more that could be cited.

From the above it can be seen that the relations of the reference librarian and the publisher have generally been most cordial. For example, encyclopedia companies welcome information regarding important material not included and reports of out dated and inaccurate inclusions. Many have revised editions at the request of librarians, and several have supplied new works when reference people told them of their needs. Also, they have been most cooperative about providing reprints of titles long out of print but often used in reference departments.

Before we leave the subject of publishing we must not forget the government as a source of many valuable reference publications. The United States Government Printing Office, through the Superintendent of Documents, has given us such important works as the *Statistical Abstract of the United States,* the *United States Code Annotated, Biographical Directory of the American Congress, Yearbook of Agriculture, Guide to the Study of the United States of America,* and *Bibliography of Agriculture,* to mention but a few. All of these can be procured at prices considerably less than similar works published commercially, and many of them come to libraries free through local congressmen or the Depository Library System. Lists of publications of international organizations and other governments indicate that the same high quality of material and low prices prevail in those areas.

For many years the Stationery Office of Great Britain has had a number of bookstores placed at strategic locations where the general public could purchase British and international government publications. In this country, until recently, there was just one public sales office, the one maintained at the United States Government Printing Office in Washington. In the last few years, however, two branch stores have been established, one in Chicago and the other in Kansas City. Each carries a stock of some 700 titles, which are for sale as in any other book store. Plans are underway to extend this system to the West coast, the Northeast, and the South.

In summing up, I believe that the individual, the group, and the compiler-publisher all have their place in the production of reference books, and each is an important one. I believe that the library schools and the library associations have played an important role in the publication of outstanding reference works, and their constant review of the product has stimulated the book trade to make many improvements. I further believe that the reference collection should have its own budget in order that provision can always be made to acquire the needed material as it comes off the press, and finally, I wish to state that I believe that the major publishers are honestly trying to cooperate in the attempt to have adequate reference materials in order that we can provide the best information in the least possible time.

In looking back over what I have said, I am afraid that I will meet the same fate as one reference librarian whose speech was heard and then read in printed form by a reviewer. The review concluded: "Her's proved to be a thankless task, as it sounded and now reads like a meticulous session in a basic reference class."

U.S. Office of Education's Long-Range Plans for College and University Library Development

BY KATHARINE M. STOKES

You've set me a hard task, predicting the long-range plans of a brand new administration! To add to my difficulty, I'm very new in Washington myself, having arrived only in September 1967 after 35 years of what I now look back upon as the sheltered life of the college campus of the pre student-protest era. My first days in our offices seemed terribly confusing, but my colleagues all assured me that time wouldn't help that feeling, for only one thing is certain in government, and that is the inevitability of frequent reorganizations and relocations of programs, people, and offices.

We are hopeful in the Division of Library Programs (our new name since sometime last month!) that the new Commissioner of Education, James E. Allen, Jr., will be a good friend of libraries. From the high regard our New York State Library friends express for Mr. Allen and their regret at his loss from their State, we believe we will find him sympathetic. At the First Governor's Library Conference in New York in 1965 his remarks as Commissioner of Education of the State of New York included the following:

> The soaring enrollments in colleges and universities

Miss Katharine M. Stokes, College and University Library Specialist in the United States Office of Education, Division of Library Programs, delivered the thirteenth lecture on March 28, 1969. Miss Stokes was librarian of Western Michigan University Library, Kalamazoo, before accepting her present position. She has served as president of both the Association of College and Research Libraries in 1961-62 and the Library Administration Division of the American Library Association, 1958-59. She received her college degree from Simmons College and her degrees in librarianship, both the M.A. and the Ph.D., from the University of Michigan. In addition to being the author of numerous articles for professional journals, she was editor of the Illinois Library Association's *ILA Record* **and of** *Michigan Librarian.*

> directly increase the present demands upon our libraries and promise more readers for the future.
>
> The greater emphasis on independent study places a growing reliance on library services . . . .
>
> The great technological developments of our day present tremendous possibilities for greater efficiency and improved service for our libraries. New devices and techniques for the storage, reproduction, transmission, and bibliographic control of information materials give us hope that we may yet be able to cope effectively with the masses of materials which are being generated at an exponentially increased rate. Equally significant, but yet to be exploited, is the promise which these new techniques hold for the wide-scale formalized sharing and joint use of library resources through the State, and eventually throughout the nation and even the world.

It was Mr. Allen who appointed the committee in New York State in 1960 that initiated the planning for the Three R's (Reference and Research Resources) system. It is now beginning to flourish after years of struggle for finances and for widespread acceptance of cooperation among public, special, and academic librarians. To quote again from Commissioner Allen's remarks at the 1965 conference, he said:

> We must press our efforts to ensure that all types of libraries are brought into a total service structure which can make real the potential inherent in the separate parts. The time is indeed past when we can think compartmentally of a "public library program," a "school library program," a "college library program," or even the programs of a highly specialized private library. We need to acknowledge the interrelation of these resources and services; we need to plan from the vantage point of a library user, who cares little about the "type" of library, but a great deal about the ability of that library or that library system to supply his needs.
>
> These are times when the value of investment in education is coming clearly to the fore as a matter of State and national policy. Along with this must surely come a greater investment in our libraries, so that they may ful-fill their role as centers of learning, information, and self-development.

On that statement we hang some of our hopes for the Office of Education's commitment toward the development of college and university libraries. In the next few months, however, we will probably be working from present plans, for the budget recommendations have all been made for fiscal year 1970, and the people who prepared them will probably be administering whatever allotments are released by the Budget Office.

The programs that are currently affecting academic libraries most are, of course, Titles II-A and II-C of the Higher Education Act (HEA), and Titles I, II, and III of the Higher Education Facilities Act (HEFA). The two titles of the Higher Education Act have almost the same designation, *A* being for college library resources while *C* is for strengthening college and research library resources. The three titles of HEFA are designated for undergraduate facilities, graduate facilities and loans, libraries being only one among the many types of academic facilities with which they are concerned.

You are probably very much aware of the amounts appropriated for these titles for fiscal year 1969. Are you also aware of the gap between those figures and the amounts Congress authorized for the program? Title II-A (HEA) for college library resources was authorized at $25 million at its inception in 1965, but for its first year's program in fiscal year 1966 the appropriation was only $10 million. For each of the fiscal years 1967, 1968, and 1969 it has been authorized at $50 million but received an appropriation of only $25 million. With the 1968 amendments to the Higher Education Act, Congress raised the authorization to $75 million for fiscal year 1970 and to $90 million for fiscal year 1971. The budget recommendation for Fiscal Year 1970, however, is the same as this year's appropriation, $25 million. This is a great disappointment to us, of course, since our Division received applications in fiscal year 1967 for Title II-A grants amounting to more than $60 million and to more than $88 million in fiscal year 1968.

The persistent gap between what Congress authorizes and the amount recommended in the budget is understandable in these years of the Vietnam war and urban difficulties, when economy is the order of the day in Washington. Among the many HEW programs competing for funds, Title II-A's share of the amounts expected to be available was set at only one-third of its new authorization, the same dollar amount that was dispensed the last three years when it was half of the figure authorized.

As you know, Title II-A of the Higher Education Act is administered by the Division of Library Programs, while Title II-C is administered by the Library of Congress. John W. Cronin, Director of the Processing Department until his retirement a year ago, organized the program. He described it in the sixth lecture in the Louisiana State University series, and if you did not hear him on January 6, 1967, you can now read his paper in the second published volume of *Library Lectures* under the title, "The National Program for Acquisitions and Cataloging."

A few quotations from a 1968 article by the program's current administrator Edward L. Applebaum, follow:

> For years university and other research libraries have been hampered by a severe shortage of trained and linguistically qualified librarians able to speedily catalog and classify all of the publications that they have been able to acquire. They have been additionally hampered by lack of information about available publications and by inability to obtain needed research materials quickly because of inadequate bibliographic tools and book procurement channels in some areas of the world. Duplication of cataloging efforts throughout the country has served to further dissipate library skills already in short supply.
>
> With the passage of Public Law 89-329, the Higher Education Act of 1965, the Librarian of Congress was charged with the following responsibilities under Title II, Part C: (1) acquiring, so far as possible, all library materials currently published throughout the world which are of value to scholarship; and (2) providing catalog information for these materials promptly after receipt, and distributing bibliographic information by printing catalog cards and by other means . . . .
>
> The shared cataloging program was discussed at a conference in London in January 1966 attended by the national librarians and the producers of the current national bibliographies of England, France, Germany, Norway, and Austria. It was agreed that for maximum efficiency, the Library of Congress should accept for cataloging purposes the descriptions of publications listed in the national bibliographies of these countries and of other countries where adequate bibliographies existed . . . .
>
> In April 1966 the first experiment in shared cataloging was undertaken. Arrangements were made for the Library to receive from the British National Bibliography, through a London bookseller, advance printer's copy of BNB entries. Concurrently, the bookseller began supplying the Library with current British imprints at an accelerated rate through a combination of blanket-order selections and

supplementary selections by the Library's own recommending officers. The experiment was successful, and during April and May 1966 discussions were held in Paris, Wiesbaden, Oslo, and Vienna with bookdealers and with the producers of the current national bibliographies concerning arrangements similar to that established in London. The first catalog cards prepared under the program were printed and distributed in the spring of 1966. To assure the utmost speed, bibliographic information for selection purposes, preliminary cataloging data, and books were all forwarded here promptly, and all aspects of catalog card production at the Library of Congress have been speeded up . . . .

Eight shared cataloging operations, staffed chiefly with local personnel, have been established in London, Vienna, Wiesbaden, Paris, Oslo, The Hague, Belgrade, and Florence; these operations cover the publications of the British Isles, Austria, East and West Germany, France, Sweden, Denmark, Norway, Switzerland, Belgium, the Netherlands, Yugoslavia, Italy, and Finland. Two regional acquisition centers were also established—one in Rio de Janeiro, Brazil, for the acquisition of Brazilian publications, and the other in Nairobi, Kenya, covering East Africa. The former has now undertaken activities in shared cataloging also, as a result of the improvement in speed and currency of the national bibliography of Brazil.

Starting this year, we have also begun to use cataloging done by the All Union Book Chamber of the USSR. Preliminary discussions have been held in Spain and as of June 1968 operations were begun in Tokyo. Proposals for programs have also been made to Poland, Bulgaria, and Czechoslovakia.

A depository set of LC printed cards (consisting of about 200,000 cards in fiscal 1968) is being distributed on a daily basis to each of ninety-four research libraries. These institutions have agreed to search appropriate foreign book orders and receipts in this file and to report to the Library of Congress current titles for which catalog card copy is not found, so that we may obtain the books and catalog them promptly. In fiscal 1967, 92,962 such reports were searched and identified by the Shared Cataloging Division. Although a large percentage of the titles reported by the cooperating libraries were already on order or received by LC, 19,003 titles were ordered as a result of these reports.

Outstanding support from the American library com-

> munity, together with the cooperation of overseas libraries and the producers of national bibliographies, have contributed to NPAC's progress. Coverage has increased from 125,000 titles newly cataloged in fiscal 1966 to 150,000 in 1967 and an estimated 184,000 titles in 1968.
>
> On the home front, the National Library of Medicine and the National Agricultural Library are providing the Library of Congress with materials in their collections required for cataloging under the program. In return, we are rushing some of their book purchases here, providing some mutual cataloging assistance, and, for NLM publications acquired from England, France, Germany, Austria, Switzerland, Belgium, and the Netherlands, we are adding bracketed NLM subject headings and classification numbers to the LC catalog card.
>
> The ninety-four research and university libraries cooperating directly with the Library of Congress in this program spent $17,700,000 for cataloging in 1966-67. They estimate that, had there been no National Program for Acquisitions and Cataloging, they would have had to spend nearly $25,000,000. It is not surprising that they consider this national program one of the most important ever established by the U.S. Government for the benefit of American libraries and all those they serve.

The first year of NPAC's operation, 1966, the authorization for Title II-C was $5 million but the appropriation amounted to only $300,000. For fiscal year 1967 the appropriation jumped ten times to $3 million, still less than half of the authorization which had been raised to $6,315,000. In fiscal year 1968 with an authorization of $7,770,000 the appropriation rose to $5,478,000, almost three-fourths of the authorized amount. The fiscal year 1969 appropriation is $5,500,000, a bit over nine-tenths of the authorized amount which was set back to $6 million for that year. The 1968 amendments to the Higher Education Act almost doubled the authorization to $11,100,000 for Title II-C for fiscal year 1970, while the budget recommendation is $7,356,000, or just over two-thirds of the authorized figure. Although the appropriation will drop next year from the nine-tenths of the fiscal year 1969 authorization, the dollar amount to be dispensed will probably go up as it has each year.

Estimates of the effectiveness of both the Title II-A and Title II-C programs were included in the statements academic librarians made in Congressional hearings during the consideration of the Higher

Education Act Amendments of 1968. Dr. Stephen McCarthy, formerly Director of the Cornell University Libraries and now Executive Secretary of the Association of Research Libraries, appeared before Mrs. Green's Special Subcommittee on Education of the House Committee on Education and Labor on February 28, 1968. His statement included the following paragraph on Title II-A:

> Despite the fact that Title II-A has never been funded at more than fifty percent of the authorization, it has nevertheless enabled many smaller institutions to augment their library resources in a substantial manner. Under the supplemental and special grants programs of Title II-A, selected larger libraries have been assisted in developing special library resources in support of programs of instruction and research which otherwise would have been of far poorer quality.

On Title II-C, Dr. McCarthy said:

> This program, through which funds are appropriated to the Office of Education for transfer to the Library of Congress for the purpose of acquiring and cataloging promptly materials needed for research, has already been of great benefit not only to the larger university and research libraries but to many college and public libraries as well. The Association of Research Libraries is deeply appreciative of the interest and support of this Subcommittee in the effort to improve college and university libraries through this legislation . . . .
>
> Although the program has been in operation for only three years and has never been fully funded, it has already demonstrated its value. Reports from members of the Association of Research Libraries indicate that the percentage of new books being cataloged with Library of Congress catalog copy has increased substantially; that, as a consequence, local cataloging has been speeded up while costs have been reduced and that new books in greater number are being supplied to readers more promptly than ever before . . . .

Mr. Edmon Low, formerly Director of the Oklahoma State University Libraries at Stillwater and now Professor of Library Science at the University of Michigan, speaking before Senator Wayne Morse's Special Subcommittee on Education of the Committee on Labor and Public Welfare on March 27, 1968, testified:

> Part C — *Strengthening College and Research Library Resources* through the Library of Congress is another significant section of Title II. Although the program has been

> in existence for only a few years, college as well as research libraries are receiving much benefit from the expansion of the acquisition, cataloging, and bibliographic programs of the Library of Congress under the Higher Education Act of 1965. The scientific and cultural community, in the broadest sense, will be aided increasingly by having access to a large and growing source of important foreign scholarly materials if this program is continued and expanded . . . . This amendment deserves strong support, as the whole Nation benefits from improvements in the services and resources of the Library of Congress.

Reversing the emphasis placed by Dr. McCarthy on Title II-A in his testimony, Mr. Low had previously commented as follows:

> The enactment of the Higher Education Act of 1965 was a significant legislative achievement, the full potential of which has not yet been realized. It was my privilege to testify before this Committee in 1965, in support of the original legislation.
>
> Among the points which I made at that time was that one-half of the 4-year college and over three-fourths of the junior college libraries fail to meet the nationally accepted minimum standards for satisfactory collections in size and quality. I also brought out the fact that college libraries are having a very difficult time in keeping up with the knowledge explosion. For instance, in the natural sciences alone, 50,000 journals are now being issued annually with thousands of scientific books and reports each year as well. At that time, to show the extreme pressure on the University of Oklahoma in keeping abreast of current knowledge, I noted that the institution had around 200 periodicals, each with a subscription price of $100 or over, ranging up to that of Chemical Abstracts of $700 per year, a publication so necessary for researchers and students that three sets must be subscribed for at that one university. The Higher Education Act under the Provisions of Title II, Part A - College Library Resources, is helping to meet these basic needs, but the deficiencies are still serious for college libraries . . . .

Mr. Low spoke on behalf of the American Library Association and its constituent division, the Association of College and Research Libraries, whose more than 13,000 members make up the largest of the fourteen divisions of A.L.A. Dr. McCarthy testified on behalf of the Association of Research Libraries whose seventy-nine members include university, private, and government research libraries.

That their statements, augmented by several others from academic librarians and administrators, were effective is evidenced by the increased amounts authorized for Titles II-A and II-C in the 1968 amendments. The HEW budget recommendations for fiscal year 1970 recognize Title II-C's effectiveness by a $1,856,000 increase but Title II-A's budget recommendation is still jogging in place at $25 million. However, steadily increasing numbers of libraries are participating in the Title II-A program. In fiscal year 1966 basic awards were made to 1,830 libraries; in fiscal year 1967, to 1,989; and in fiscal year 1968, to 2,111. Supplemental awards, first available in fiscal year 1967, provided grants to 1,266 libraries that year and to 1,524 in fiscal year 1968. The enrollment in the institutions receiving all types of Title II-A grants in fiscal year 1967 was 5,169,638. In fiscal year 1968 almost 250,000 more students were presumably benefited by the grants going to libraries in institutions with a total enrollment of 5,407,015, or about 78 percent of the 6,963,687 students who registered in colleges and universities for the fall term of the academic year 1967-68. With rising enrollments and increasing book prices, Title II-A's stationary appropriation of $25 million is buying fewer books each year per college student to spread among more libraries, 72 of which were newly organized in junior colleges in the academic year of 1967-68. In 1960-61 the number of volumes in all academic libraries in the U.S. averaged 52.4 per student. The last year for which a comparable figure has been computed is 1965-66 when it had slipped to 45.8.

Now I'd like to turn to the Higher Education Facilities Act of 1963. It has provided close to $475 million for college library buildings in the last four years. Over 800 library projects have received grants under Title I for undergraduate facilities, Title II for graduate facilities, or Title III for loans. No doubt you have seen Dr. Jerrold Orne's statistical reports on academic library building in 1967 and 1968, published in the December 1 issue of the *Library Journal,* including only libraries occupied or dedicated in those years. The reports of the Division of College Facilities and the Division of Graduate Programs in the Bureau of Higher Education where HEFA grants and loans are administered show that all but 23 of the 160 libraries Dr. Orne noted in his two articles were aided by Federal grants or loans. A couple of those not aided were ineligible for HEFA funds: A theological school library, and a medical school library eligible for support under the Medical Library Assistance Act. Several others not aided by HEFA grants were probably begun before the first appropriation was made in fiscal year 1965. That first year, 223 Title I grants were awarded for building general or undergraduate libraries. In fiscal year 1966, there were 284 Title I grants with 22 supplementary ones awarded to projects funded the previous year. The total slipped back a little in 1967 to 203, with 87 supplementary grants to projects underway. In fiscal year 1968 there were only 111 new projects aided by Title I, with supplementary grants for 60 ongoing ones.

Graduate library facilities aided by Title II grants in the same year totaled 23 in fiscal year 1965, 12 in fiscal year 1966, 8 in fiscal year 1967, and 5 in fiscal year 1968. Title III loans were made only to projects already aided by grants and were infrequent in both categories because, unlike dormitories, field houses, or auditoriums, libraries have no fees to pay off loans. HEFA Title II for all types of graduate facilities including libraries provided awards totaling $60 million in each fiscal year 1965, 1966, and 1967. In fiscal year 1968 Congress appropriated $50 million, of which only $33 million was released for funding of projects. At the end of 1968 there was a backlog of 66 applications for Title II graduate facilities grants totaling approximately $63 million, but only $8 million was appropriated for fiscal year 1969. For fiscal year 1970 the budget recommendation is $20 million, though the authorization remains at $120 million.

No such neat summary is available as yet for Title I of HEFA for undergraduate facilities, but a report is in preparation. Title I funds are administered through the states, as you know, so information takes more time to collect and consolidate than data for the Title II program administered in Washington. Title I's authorization has been increasing, from $230 million its first year to $943 million for 1970. But its appropriation has slipped from the full $230 million that first year to $90 million in 1969. The budget recommendation for 1970 is only $136 million, less than one-seventh of its authorization.

In April 1968 the Association of American Universities issued a report entitled "The Federal Financing of Higher Education." One of its principal recommendations was that a larger share of the capital funds required for construction be made available through the Higher Education Facilities Act, with an increase in the permissible maximum Federal share from one-third to two-thirds or more. Congress has recognized that need by amending the HEFA, increasing the permissible maximum Federal share to one-half beginning this fiscal year 1969. The AAU report notes that "over the next five years, at least 1,230,000 new places will be required for expected additional full-time enrollments. These needed new places . . . it must be recognized, entail not only classrooms, but also laboratories, libraries, and even wholly new institutions" (p. 20).

To the support of university and research libraries, page 24 of the 25-page AAU document carries the following statement on Titles II-A and II-C (HEA):

> General assistance in building collections, such as that provided under Title II-A of the Higher Education Act of 1965, is also valuable. In all of these Federal programs two points seem to us of particular importance as specific guidelines are developed and modified: (1) library support of graduate and professional education is much more expensive than that of undergraduate education, and any per capita support formulae should take this into account; (2) the financial problems of older and larger libraries are often as acute as those of libraries in new institutions, and it is in the national interest that they be solved, for these large university and research libraries back-stop smaller institutions through direct lending, inter-library loans, and new forms of cooperation.
>
> Fortunately, not all library collections and serials need be duplicated on each campus. The centralized acquisition and cataloguing program of the Library of Congress under II-C of the Higher Education Act is of vital importance to all university libraries and should be fully funded and expanded . . . .

Just before President Johnson left office, HEW Secretary Wilbur J. Cohen submitted a report entitled *Toward a Long-Range Plan for Federal Financial Support for Higher Education.* Dr. Alice Rivlin, Assistant Secretary for Planning and Evaluation of the Department of HEW, had been appointed during Secretary Gardner's incumbency to chair the advisory committee that prepared the report. It was encouraging to find on page *vi*, under the "Summary of Major Recommendations," the following statement:

> *Improving the quality of higher education:* While it is difficult to define "quality" precisely in higher education, it is clear that increasing the effectiveness of the higher education offered to students necessitates increasing the resources available to institutions to attract qualified faculty and to improve facilities, libraries, and teaching methods.
>
> While the report does not find evidence of an imminent "crisis" in higher education finance, there is clearly a need

> for increasing the flow of Federal resources to higher education institutions in the future, and ensuring that the institutions bearing the burden of rapid increases in enrollment (which would be accelerated by the recommended programs of student aid) have the resources necessary to provide quality education for this increasing body of students.
>
> *Recommendation:* A cost-of-education allowance should be paid to institutions accepting students aided under the grant program. These funds could be spent at the discretion of the institution to improve the quality of its education. This form of institutional aid would be of most benefit to institutions which were rapidly expanding and which were carrying the burden of educating a high proportion of low-income students.

The next section of the "Summary" is headed *Improving Graduate Education and Research.* Libraries are not specifically mentioned here, but "a substantial expansion of . . . graduate fellowships and an increase in cost-of-education allowances attached to all Federal fellowships" is recommended. Many of you are familiar with the cost-of-education grants of $2,500 attached to each graduate fellowship awarded to a library school under Title II-B of the Higher Education Act. The Rivlin report's recommendations, attaching such cost-of-education awards also to Federal aid grants to undergraduates, would necessitate an increase in Federal funding to fiscal year 1976 estimated at $1,200 million, one-fourth of the $4 billion increase estimated for expanding Federal grants for needy students.

The Higher Education Bill of Rights (HR 6535), introduced in Congress on February 6, 1969, by Representatives Reid of New York and Brademas of Indiana, makes very brief mention of libraries. You will find the *Congressional Record* for that date, pp. H 823 to H 838, very informative reading. Mr. Reid read into the record the "Summary of Major Recommendations" of the Rivlin report as well as the text of the report of the Carnegie Commission on the Future of Higher Education, "Quality and Equality: New Levels of Federal Responsibility for Higher Education" (popularly known by the name of the Commission's Chairman, Dr. Clark Kerr). The Kerr report recommended increased library support specifically as follows:

> A basic goal of any college or university is its library. The current expansion of knowledge, with the resultant massive explosion in literature in all fields, has sharply increased the cost of even the minimal library for an undergraduate college. Major universities with their heavy em-

> phasis on graduate education and research, face even greater increases in their annual library expenditures. The higher education law does provide support for college and research libraries, but the level of funding has been low. In 1966, although $50 million was authorized, only $10 million was appropriated. In 1967 and 1968 the appropriation was increased to $25 million. The commission recommends that the full authorization of $50 million be made available in 1970-71 and be increased to $100 million by 1976, and that libraries which serve a regional need be given a high priority for grants under this program.

In introducing HR 6535, Mr. Reid stated that it implemented many of the recommendations of the Kerr report, and he also quoted from the AAU report. The recommendations of both these reports favored continuance and expansion of Title II-A of the Higher Education Act. However, Mr. Reid also stated that his bill contained the following element:

> Pursuant to a recommendation in the Rivlin report, the Commissioner is . . . directed to make a study of the desirability of legislation consolidating various categorical programs of support for higher education. The intention of this provision is to provide greater flexibility to institutions to meet their most critical needs.

The recommendation in the Rivlin report (p. 35) to which Mr. Reid referred is as follows:

> *Over the next several years, categorical aid programs related to specific items should be consolidated whenever possible and the definition of categories should be broadened.*
>
> Specifically, an institutional block grant program is recommended that would provide institutions with funds for any or all of the following purposes:
>
> —Construction, renovation, and rental of any type of facility
> —Establishment and improvement of library resources
> —Acquisition of instructional equipment
> —Funds for planning and evaluation of the functions and operations of the institution
>
> This program should have a liberal Federal share of at least 50 percent, and adequate maintenance of effort provision, and should replace a series of existing categorical programs in the Office of Education . . .

Mr. Peter P. Muirhead, the Associate Commissioner for Higher Education and Acting Commissioner of Education pending Mr. Allen's arrival in Washington, appeared before the Subcommittee on Science, Research, and Development of the House Committee on Science and Astronautics on February 27, 1969, to discuss HR 35 which you have probably heard mentioned as the Miller bill. Introduced to Congress on January 3 by Representatives Daddario of Connecticut and Miller of California, it is chiefly backed by National Science Foundation supporters since its aim is to promote the advancement of science and the education of scientists through a national program of institutional grants. A similar bill was introduced more than two years ago by Mr. Miller as HR 875. In discussing the new HR 35, Mr. Muirhead made it quite clear that the Office of Education considers this bill's national institutional grants program too limited to support since it deals with only a small part of the problem of college and institutional needs. The Kerr and Rivlin reports are both quoted in his remarks as not recommending across-the-board institutional grants. Instead, he points out that student financial aid with cost-of-education supplements is currently advocated by both reports as a first step toward an institutional grants program that might be needed at some point in the future.

If I may be allowed to be a Drew Pearson, *I predict* that the Federal block grants to individual institutions urged by several influential higher education associations, possibly without categorical aid, will be the way of the future. I think library administrators should get ready to compete with their faculty colleagues for a share of the Federal cost-of-education grants which will probably prevail until a formula for block grants can be worked out to the satisfaction of both the scientists and the humanists. The Reid-Brademas bill, HR 6535, Sec. 456(a) recommends: "For each undergraduate student recipient of an education opportunity grant . . . who has not completed two academic years of undergraduate study, the Commission shall pay to the institution the amount of $525 for the fiscal year ending June 30, 1971; $550 for the fiscal year ending June 30, 1972; $600 for the fiscal year ending June 30, 1973; $650 for the fiscal year ending June 30, 1974; and $700 for each of the next three fiscal years." Sec. 456(b) recommends for juniors and seniors cost-of-education grants beginning with $700 for fiscal year 1971, going up $50 each year to reach $900 in fiscal years 1975, 1976, and 1977. If HR 6535 should be passed there may be a lot of new Federal money going to campuses where a high proportion of low-income students are enrolled.

As you will have deduced, the long-range plans of the Office of

Education for the development of academic libraries are only discernable as a part of the large design prevailing under the past administration of improving educational facilities on all levels. The goal was to equalize educational opportunity, but not to interfere with the maintenance of the individuality of higher education institutions. The Office of Education wanted to be a partner, not a dictator, to the administrators of the higher education system.

Mr. Muirhead addressed the members of the Association of Research Libraries at their meeting in Washington, January 26, 1969, in his capacity of Acting Commissioner of Education. In the Library of Congress *Information Bulletin* of February 20 (p. 106), he was reported to have made the point that "before 1958, aid to higher education reflected chiefly support of the government's own interests. Since 1958, there has been a totally new pattern—higher education's priorities have not been submerged under Federal objectives."

Secretary Finch, addressing a meeting of business men in Baltimore January 23, just after he took office as head of the Department of Health, Education, and Welfare, was reported in the Washington *Post* the next day to have summed up his criteria for the task ahead as "the five C's," consolidation, coordination, collaboration, communication, and creativity. That is a prescription we may do well to follow if we are to make our scarce dollars stretch as far as possible in line with the philosophy of our new administration.

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1. Edmond L. Applebaum, "The National Program for Acquisitions and Cataloging," *D. C. Libraries.* 39 (Fall, 1968) 75-78.

2. Theodore Samore, ed., *Library Statistics of Colleges and Universities, 1965-66: Institutional Data.*

3. U. S., *Congressional Record,* 91st Cong., 1969, CXIV, Part 5, 6103.

4. *Ibid.*

Rare Books--What and Why

BY FREDERICK R. GOFF

Rare books are printed just the same way as other books, and they look exactly alike. In this introductory presentation, therefore, it will be our purpose to explain why the term is used to set them apart from other books, what the designation of "rare books" means, and what it does not mean. In a literal sense "rare," according to Webster, means "of an uncommon nature or quality; unusually excellent; highly distinguished or distinctive"; as a fine illustration of its proper use Webster quotes James Russell Lowell's phrase from *The Vision of Sir Launfal,* "And what is so rare as a day in June?" Rare books then, like days in June, are uncommon books. The earliest reference to the phrase "rare books" that has come to our notice is found in what itself is considered a rare book, namely William Caxton's translation of the *Catonis Disticha,* a collection of moral sentences, which William Caxton printed at Westminster in 1483. The passage reads: "There was a noble clerke named pogius of Florence/ And was secretary to pope Eugenye/ & also to pope Nycholas whiche hade in the cyte of Florence a noble & well stuffed lybrarye/ which all noble straungyers comynge to Florence desyred to see/ And therein they fonde many noble and rare books/ Ande whanne they had axyd of him whiche was the best book of them alle/ and that he reputede for best/ He sayde/ that he held Cathon glosed for the best book of his lyberarye."[1] Thus spoke Poggio-Bracciolini, one of the great classical scholars and humanists of his

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The fourteenth lecture was delivered by Frederick R. Goff, Chief of the Rare Book Division of the Library of Congress on May 16, 1969. Dr. Goff received A.B., M.A., and Litt.D. degrees from Brown University. He is a member of Phi Beta Kappa. Previous to his present position, he was assistant chief and assistant to the curator of the Rare Book Collection, Library of Congress, and assistant to the curator, Annmary Brown Memorial Library. He has served as the chairman of the Rare Book Section, Association of College and Research Libraries, and as president of the Bibliographical Society of America, 1968-70. Among the works he has edited and compiled are: The Dates in Certain German Incunabula; Fifteenth-Century Books in the Library of Congress; The Rosenwald Collection Catalogue; Essays Honoring Lawrence C. Wroth; **and** Incunabula in American Libraries: A Third Census.

time. Since Poggio was born in 1380 and died in 1459, it is quite unlikely that he had acquired copies of any of the few printed works that had appeared up to this date. His noble library must have been composed exclusively of manuscripts. Now in a sense all manuscript books may be classified as rare because each one is unique. No two manuscripts are exactly the same even though corresponding texts should be essentially identical. But the degree to which they qualify as rare books depends upon many related factors. Among these one must consider the prominence of the author, the importance of the text, the number of existing manuscripts of the given text, the quality of the calligraphy, the presence or absence of illuminations, the provenance, the binding, and the physical condition—including such details as completeness, freshness, and format.

Similar qualifications, having more or less the same significance when applied to printed books, determine whether or not they may properly be regarded as rare. An important distinction here is the fact that printed books by their very nature were issued from the printing press in multiple copies. This was the principle reason why they supplanted the manuscript. One unidentified 15th-century historian well expressed the significance of the invention in the following perceptive terms printed for the first time in 1481.

> The very skillful science of the printing of books, unheard of throughout the centuries, was discovered at this time in Mainz. This is the art of arts, the science of sciences, which through the exercise of speed enriches the treasury of wisdom and knowledge which all men in their natural instincts desire; and which springing forth from the profound darkness of its hiding places, . . . illuminates the world. For the infinite virtue of this is that books which have been found in Athens or Paris or elsewhere, in various houses of study or in a few sacred libraries, may through this art, in all languages, be spread abroad to all races, to all peoples, and to all nations everywhere.[2]

This is what the invention of printing was all about. In a recent lecture[3] we speculated that during the first fifty years of printing from movable type, from 1450-1500, no less than 40,000 distinct editions of books, pamphlets, and broadsides issued from the more than 1,100 pioneer presses that followed those first established by Johann Gutenberg. If the average edition numbered 500 copies, a number which can be well substantiated, over 20 million pieces of printing had been placed in circulation during this early period of printing, but as we all know books are expendable and probably less than 5 percent of the 20 million survive today. These early printed books, all of which eminently qualify today as rare books, are endlessly fascinating. Their typographic features alone, which have been intensively studied, add another important qualification in the criterion of rarity that has been outlined earlier.

Without any question, the greatest of these early printed books is the Gutenberg Bible, and this, in the "uncommon" definition of rare, is not a rare book. There are known to be in existence today at least 47 copies, which comprise at least an odd volume of this immortal book. Of this number there are 14 available for research and exhibition in this country. Three of the 14 American-owned copies are printed on vellum, and these are located at the Pierpont Morgan Library in New York, the Henry E. Huntington Library at San Marino, California, and the Library of Congress in Washington. The first two each lack two or more of the vellum leaves, but the copy in Washington is complete and without blemish. Although the British Museum in London and the Bibliotheque Nationale in Paris also own perfect copies printed on vellum, there can be no question that the copy of the Gutenberg Bible in the Library of Congress remains as the finest of all surviving copies of the most important printed book in the world. Despite its uncommon feature it will always occupy a position of primacy in the world of rare books.

I have in front of me as I write another incunable, also printed on vellum, which has a strong attraction for me. This belongs to the large folio edition of the letters of St. Jerome printed at Mainz in 1460 by Peter Schoeffer, Gutenberg's erstwhile journeyman and assistant. It is a monumental volume nearly 19 inches tall with the text printed in two columns; the ink is richly black, relieved by the headings printed in red ink and large hand-drawn initials in red and blue, with delicate interlacing and tendrils in light purple. The first page of text carries a stunning initial D within which the artist has depicted a bearded St. Jerome in the act of writing at his desk while his left hand rests on a skull. On the last page there appears a colophon in red with the printer's device—the earliest one to be designed—showing a double shield suspended from a piece of a branch of a tree. Through this emblem the printer seems to express his personal approval of the book itself and the art which produced it in this compelling form. The binding is relatively modern brown morocco with blind stamping. On the verso of the marbled paper fly leaf at the beginning there appears the small and modest *ex libris* of Ambrose Firmin Didot, one of the great French Collectors of the middle of the 19th century. On the first and last pages of text there are indications that earlier it had belonged to the Franciscan Monastery at Landshut.[4] This has been signaled out as another fine illustration of many of the qualities which determine rarity. This 1470 edition of St. Jerome's letter is one of very few copies printed on vellum; the author is St. Jerome, the translator of the text of the Bible into Latin known today as the Vulgate; the fine press work was done by Peter Schoeffer, one of the earliest printers associated with Gutenberg; it is a distinguished piece of two color printing; it contains a beautiful miniature from the hand of a fine artist; the provenance is impressive; the copy while rebound is untrimmed; it is truly a noble folio and eminently eligible to occupy an exalted position among the rare books in the Library of Congress.

At the other end of the spectrum let us consider a short little pamphlet of 31 pages written by the late Allen W. Dulles. Entitled *The Boer War,* it was published in Washington "for private circulation," in 1902. The Library of Congress copy, called a third edition on the title-page, was received through copyright. We know of no other surviving copy;[5] Mr. Dulles himself did not own a copy. He wrote it when he was only eight years old; and all proceeds from its sale were to be used to alleviate the suffering of the Boers. Young Allen Dulles was the only member of his family who supported the the Boers against the British. This booklet in its third edition, possibly unique, may well prove to be the earliest published work by an American author, for we know of no other author whose earliest writing was published at such an early age. This pamphlet falls into the category of rare for its uncommon nature, the youth of its author, its purpose, and its association with a distinguished American family.

Quite naturally the curator of rare books acquires a special affection for the books in his custody. He lives with them from day to day; he becomes familiar with them through his bibliographical and bibliophilic disciplines. Some he knows better than others; some he likes better than others. Some speak quietly while others fairly scream. Much of their individual quality is revealed through their title pages.

The late Charles Evans in the introduction to his *American Bibliography* speaks about title pages in this intimate and friendly manner. To the bibliographer he wrote, "a title-page bears the same relation to a book that the face does to the human body. It is the face of the book. It speaks the author's personality. If pleasant spoken, well favored to the sight, instinct with intelligence, direct of purpose, it invites desire for fuller knowledge and better acquaintance, just as a smile and friendly glance welcome to conversation. If coarsely worded, or treating of themes which interest not, it repels. If bold, aggressive, so, too, will be the words, the speech within. If worded quaintly, so will you find the mind within, well stored from books and imitating unconsciously the manners of a past age. Who can read the title of Nathaniel Ward's 'Simple Cobler of Agawam,' our number 1658, without wishing to know more of an author the face of whose book is at once so charming a mixture of wit, wisdom, learning and humorous conceit?'"[6]

Of course Evans was talking about American books, most of which possess title pages, but there are only a few books printed in the 15th century which have them. But there are other means through which these rare books of an earlier day can speak to the beholder and the reader. As we have already emphasized, the binding, the paper or vellum, the clarity of the type, the margins, the illustrations, and autographic marginalia which is occasionally encountered—all help to inform, to impress, and even delight.

Another of my favorite books, and one of the great treasures in the Library of Congress' renowned Rosenwald Collection, is not a printed book in the ordinary sense. This is a block book edition of the *Apocalypsis Sancti Johannis*, which was printed from a series of engraved wooden blocks with both illustrations and text incised together, in much the same way as the Chinese had produced their books for centuries. These blocks were inked customarily in brown or black ink and printed only on one side of the sheet of paper. When the text was ready for binding the blank versos of each successive leaf were pasted together producing a double thickness to each folio in the bound volumes. The original editions must have been small in number if we are to account for their present degree of rarity and their market value. They seem to have become popular at just about the time that Johann Gutenberg was perfecting his invention, and quite naturally they became competitors for a time of the early printed books. They are in fact also the first picture books. The Rosenwald *Apocalypsis* is a great favorite of mine; its condition is incredibly fresh. On another occasion I described it in these glowing terms:

> it looks as though it left the hand of the colorist only a short time ago. The 48 pages of text of the *Apocalypse* in all its terrifying allegory are vividly portrayed by a capable artist, and the effect is emphatically strengthened

> through the use of brilliant orange and black watercolors suggesting the holocaust of Armageddon. It is a majestic and powerful presentation, at once terrifying and unforgettable.
>
> The superb condition of the Rosenwald copy is explained in part by its having been bound together with four other contemporaneous religious works; one is a dated manuscript of 1478 and the other three are printed tracts. One of the latter is a copy of Johannes Auerbach's *Summa de sacramentis,* printed at Augsburg by Gunther Zainer in 1469. The first time the volume was placed in my hands my eye fell upon a passage in this book containing the name "Goff," and who is there among us who is so insensitive to vanity that he does not like to see his name in print. The sentence containing my surname reads: "Item quia vinum est delectabilis ad bibendum et dicit goff quia nobis ultra mountanis grata est haec visio," which freely translated may be rendered in these phrases: "Likewise, because, as Goff says, wine is delicious to drink, and because its appearance is so pleasing to us beyond the mountains." Spoken like a true member of the family! And this, of course, is another reason why this volume has especial personal interest for the writer. Finally, the volume is sturdily bound in a typical brown-leather binding of the fifteenth century, stamped in blind, with bosses in the center and on the corner, together with clasps. Inside the front cover there is a manuscript note of the transfer of ownership, indicating that the original owner, one Jodocus Bractschedl of Ergolding in Southern Bavaria, a teacher of an otherwise unidentified Prince George, left this volume to an unknown body after his death on May 16, 1495. What a princely legacy it was![7]

In more general terms and drawing again upon the collections of the Rare Book Division of the Library of Congress which have been my charges for nearly 30 years, let us consider an interesting collection of rare books which are important chiefly because of their association. This is the personal Library of Thomas Jefferson, purcased by an Act of Congress in 1815 to replace the original Library of Congress which had been reduced to an ash heap when the Capitol was fired by the British during the evening of August 24, 1814.

A month later on September 21, 1814, the Sage of Monticello while "drudging" at his writing desk wrote a letter to his friend Samuel Harrison Smith, the Washington publisher of the *National*

Intelligencer, which was the first step in the reconstitution of the Library of Congress.

"Dear Sir," the letter commences, "I learn from the newspapers that the vandalism of our enemy has triumphed at Washington over science as well as the arts by the destruction of the public library with the noble edifice in which it was deposited." Later on Jefferson continues: "I presume it will be among the early objects of Congress to recommence their collection. This will be difficult while the war continues, and intercourse with Europe is attended with so much risk. You know my collections, its condition and extent. I have been fifty years making it, and have spared no pains, opportunity or expense, to make it what it is. While residing in Paris, I devoted every afternoon I was disengaged, for a summer or two in examining all the principal bookstores, turning over every book with my own hand, and putting by everything which related to America, and indeed whatever was rare and valuable in every science. Besides this, I had standing orders during the whole time I was in Europe, on its principal book-marts, particularly Amsterdam, Frankfort, Madrid, and London, for such works relating to America as could not be found in Paris. So that, in that department particularly, such a collection was made as probably can never again be effected, because it is hardly probable that the same opportunities, the same time, industry, perserverance and expense, with the same knowledge of the bibliography of the subject would again happen to be in concurrence. During the same period, and after my return to America, I was led to procure, also, whatever related to the duties of those in the high concerns of the nation. So that the collection, which I suppose is of between nine and ten thousand volumes, while it includes what is chiefly valuable in science and literature generally, extends more particularly to whatever belongs to the American statesman."[8]

In due time, on January 30, 1815, after a sharp partisan debate in Congress, Mr. Jefferson's library became the restored Library of Congress, which like the phoenix rose from the ashes. The purchase price was $23,950, a not inconsiderable sum for those days, but it was a good investment from the government's point of view, and a mere handful of a selected few of the original volumes now in the Library's possession would more than realize this sum. Unhappily a later fire in the Capitol in 1851 destroyed more than half of the 6,000 volumes in the original Jefferson Collection. The residue, however, remains today as one of the primary collections of the Rare

Book Division; remains, in fact the nucleus around which the Library's staggering collections have grown and developed. Its interest has been enhanced in recent years through the publication of a catalog in five volumes compiled by an English lady, E. Millicent Sowerby. This catalog reveals not only the entire contents of the original library at Monticello, but also the ways that Mr. Jefferson made use of it. In other words it should be regarded as something more than a bibliography and something less than a full-dress biography, for it reveals the man and more particularly the mind of the man through the books he assembled around him.

Now it must be pointed out that Mr. Jefferson was not in the truest sense a bibliophile as we understand the term. He preferred the cheapest edition he could find; he preferred smaller formats to the editions in folio. He frequently took books apart to make polyglot editions of the writings of certain classical authors. His books are considered "rare" in the sense of their association with the author of the Declaration of Independence, and America's third president.

A little earlier the statement was made that a mere handful of the surviving books in the Jefferson Collection would more than realize the sum of $23,950 which was the original purchase price. We had in mind such pieces as the first edition of *The Federalist* (New York, 1788),[9] with Mr. Jefferson's holograph key to the authorship of the various essays on the fly-leaf, and his annotated copy of *A Summary View of the Rights of British America,* printed at Williamsburg by Clementina Rind in 1774.[10] The *Summary View,* written when Jefferson was only 31 years old, brought the young member of the House of Burgesses into political prominence, and later was undoubtedly instrumental in his appointment to the committee to draft the Declaration of Independence. This pamphlet is bound in a volume containing among other pamphlets the unique copy of Francis Hopkinson's *A Pretty Story Written in the Year of our Lord 2774,*[11] the earliest published work of American fiction; it carries one of the most curious imprints in the annals of American printing, for it was printed in 1774 by John Pinckney "for the benefit of Clementina Rind's Children," who had been orphaned through the deaths of their father in August of 1773 and their mother 13 months later in 1774.

The Jefferson Collection contains a number of pamphlets that at one time were owned by Benjamin Franklin. The Franklin association is heightened by copious marginal annotations in his hand in a number of these. One in particular, Alan Ramsay's *Thoughts on the Origin and Nature of Government* (London, 1769), must have dis-

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turbed him considerably since scarcely a page is found without his comments. The final note written on the last page succinctly summarizes his sentiments in these terms: "This Writer is concise, lively, & elegant in his Language, but his Reasonings are too refin'd and Paradoxical to make Impression on the Understanding or convince the Minds of his Readers. And his main Fact on which they are founded is a Mistake." Originally the volume in which the pamphlet is contained was sent to President Jefferson on loan early in 1803 by the French bookseller in Philadelphia, N. G. Dufief. The President acknowledged its receipt in a letter which so charmed Dufief that he presented the volume to Jefferson as a *reliquaire* together with another volume that had formerly belonged to Franklin. In the letter of transmittal Dufief referred to Franklin as a "*Saint* bien plus grand qu'aucun de ceux du Calendrier du peuple le plus devot, puisqu'il a contribue par ses *miracles* a fonder une Nation, ou' Dieu est adore suivant la Conscience."[12]

There is a strong temptation to mention other categories of books which are regarded as rare such as the earliest published references to the New World, falling within the period covered by Henry Harrisse's *Bibliotheca Americana Vetustissima* (New York, 1866). Other bibliographies such as the Church *Catalogue of Books* devoted to the early history of North and South America and English Literature; Pollard and Redgrave's *Short Title Catalogue of English Books* covering the period 1476-1640; and Donald Wing's similar catalog for the later period of English books for the period of 1641–1700, not all of which can be considered rare, are recognized guides to their fields of concentration. For the Americanist there is also the great work in 29 volumes of Joseph Sabin, Wilberforce Eames, and R. W. G. Vail, entitled the *Dictionary of Books Relating to America,* as well as Charles Evans' bibliography recording 39,000 books printed in America from 1639–1800, soon to be revised and also supplemented. Important titles in American literature are admirably covered by Jacob Blanck's *Bibliography of American Literature,* five volumes of which have now been published. Hundreds of imprint catalogs, and specialized bibliographies in countless fields provide valuable insight into the importance and degrees of rarity which pertain to the specialized collections so treated. The rare book librarian usually has no difficulty in appraising the rarity of the materials under his custody; he remains in everlasting debt to the host of bibliographers, those misnamed handmaidens of scholarship (drudges would be a better word), who have made the work of the rare book librarians so much easier. The late Wilberforce Eames, whose memory for rare books was prodigious, is once reported to have admonished one of his proteges: "You can forget your books, but you musn't forget your bibliographies." They are the essential tools to assist us in our daily work of interpreting the collections and the individual volumes which come into our collections on a continuing basis.

The literature of rare books is much to extensive to receive detailed attention in a lecture such as this one, and such was not our intention, but this literature is basic to our understanding of what is truly rare and what is truly significant and important in man's ever widening pursuit of the knowledge of the past.

Sir Isaac Newton once said that he was able to see a little further beyond the horizon because he stood on the shoulders of giants. To carry the metaphor one step further he might have added that these giants in turn were supported by the literature of the past which throughout recorded history has enlightened, informed, and at times even terrified those who have followed the paths of truth.

In the last analysis it is the contents of a book and the esteem it has achieved through the passage of time which are the controlling factors in determining the uncommon book, the distinguished book, and the quality of the truly rare book. In the aggregate such books whether they are regarded as either the apex or the base of the pyramid of knowledge which civilization has erected, they are the fundamentals without which our world, as we know it and imperfectly understand it, could not exist.

1. Cato, Dionysius, *Disticha de moribus [English]*. [Westminister: William Caxton, after 23 December 1483.] Folio 2, verso For the location of copies see F. R. Goff, *ed., Third Census of Incunabula in American Libraries* (New York, 1964), C-313.

2. Goff, *op. cit.*, R-266, folio 95, verso. For a slightly varying English translation see: M. B. Stillwell, *The Annmary Brown Memorial* (Providence, [1940]) p. 21.

3. F. R. Goff, *The Permanence of Johann Gutenberg*. The Lew David Feldman Lectureship in Bibliography. Delivered at the University of Texas on October 30, 1968.

4. Goff, *Third Census*, H-165.

5. The National Union Catalog locates no other copy of the third edition, but the New York Public Library possesses a copy of the second edition (and possibly the first) also printed the same year.

6. Charles Evans, *American Bibliography*, vol. I, 1639-1729 (Chicago, 1903) p. vii.

7. *Wilson Library Bulletin*, vol. 41, no. 6, February 1967, pp. 576-77.

8. William D. Johnston, *History of the Library of Congress*, vol. I, 1800-1864 (Washington, 1904) pp. 69-70.

9. E. M. Sowerby, *Catalogue of the Library of Thomas Jefferson*, vol. III (Washington, 1953) p. 228, No. 3021.

10. *Op. cit.* pp. 254-57, No. 3085.

11. *Op. cit.* p.258, No. 3092.

12. *Op. cit.* pp.248-49, No. 3073.

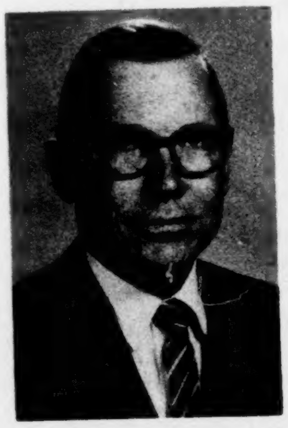
The University Library and Social Change

BY JAMES E. SKIPPER

In considering the question of the university library and social change, it is necessary to relate the library to its appropriate environment. The academic library is, of course, like the Department of Buildings and Grounds, one of the central supporting mechanisms of the University. In fact, the former President of the University of California, Clark Kerr, liked to observe that the modern university is simply a collection of individualists held together by a central system of plumbing.

But if we narrow the field and concentrate on intellectual contributions, rather than practical considerations, the library is indeed central to the enterprise of higher education. To support this thesis, let me challenge you to name any first-rate university which does not also have a library of highest quality. Thus, although librarians are modest—and it is said that this is so because they have so much to be modest about—it must be realized that, institutionally, the library occupies one of the most important supporting roles in the university. Being part of a larger whole, the impact of social change on the university has an inexorable effect on the academic library.

Why is it that the university has come recently into such a prominent focus as an instrument for social change? One answer is that most of the conditions which trouble society today are a direct source of discontent to the young—to students. The Vietnam war is certainly the overriding symbol of discontent among our youth. They



The fifteenth LSU Library Lecture was delivered on October 30, 1970, by James E. Skipper, University Librarian, University of California, Berkeley. His professional experience includes assistant librarian, Washington and Jefferson College; assistant acquisitions librarian, acquisitions librarian, and assistant professor of library administration, Ohio State University; instructor, Department of Library Science, University of Michigan; director of libraries, University of Connecticut; executive secretary of Association of Research Libraries; associate university librarian, Princeton University. In addition to being a building consultant for twelve academic libraries, Dr. Skipper has been active in numerous committees for state, national, and international professional organizations. He is the past president of the Resources and Technical Services Division of the American Library Asso-

Continued next page.

question the moral position of the government in justifying a costly national involvement in a foreign civil war primarily because one of the participants represents the forces of anti-communism. They resent the loss of lives, both civilian and military, and they have a direct and personal involvement in the realities and uncertainties of the military draft. As they say, "war may be hazardous to your health." It is interesting that objection to the war, which was formerly limited to students and a few intellectuals, has now assumed national proportions, and dissent is no longer automatically equated with suggestions of treason.

Students are also concerned with the failure of the American dream, as they see it. To them, it is inexcusable that we should have poverty in the midst of the most affluent society known to man. They are troubled about the impact of technology on the natural environment and wonder about a system which would allow its rivers and lakes to become sewers and cesspools, and its air to become too polluted for human comfort.

Students see a monumental social failure in the denial of human dignity and opportunity to people of minority ethnic groups. Large sectors of the American social system are consciously or unconsciously racist, and the color of one's skin is of more importance than his abilities or aspirations. This condition is, of course, somewhat contrary to most of the enunciated principles upon which this country was founded. More immediately, students are concerned about the seeming irrelevance between the university curriculum and the problems of the world.

John Dewey once said, in effect, that change is the primary social fact, just as motion is the primary physical fact. Assuming that this observation is basically true, what mechanisms are available to rectify wrongs and correct present social injustices? It is believed that the liberal forces which came to power in the New Deal of the 1930s have been captured by an increasing involvement with and dependence upon the conservative elements in society. For example, our urban development program conceived by liberals, is seen as falling into the hands of land speculators and resulted in the demolition of poor black homes to provide space for middle-class white high-rise apartments. The poor blacks had to fend for themselves by invading

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ciation and was chairman of the American Research Libraries Committee on Automation. He received his A.B. degree at the University of North Carolina, the B.S.L.S., M.S.L.S., and Ph.D. degrees from the University of Michigan. His honors include memberships in Phi Eta Sigma; and the Connecticut Academy of Arts, Letters, and Science.

and expanding other ghettos or by creating new ones. Federal mortgage funds were made available to people, usually white, escaping to the suburbs, but not to the poor in the cities. Food programs, ostensibly designed for humanitarian reasons, have become a form of Federal subsidy designed to relieve crop surpluses of farmers, not to provide proper nutrition for the children of the economically disadvantaged. We have seen the paradox of a national legislative body providing substantial subsidies to induce farmers not to plant crops while permitting the same counties to refuse participation in food stamp programs for the hungry.

The liberal political tradition was once part of their American dream. But in the last three decades, students find liberalism to have been a shallow hoax involving intellectual tokenism rather than real personal commitment. As a result, we now have a movement—or several movements—which are generally described as the New Left. This development is diffuse, encompassing a wide spectrum of activities ranging from a non-violent sit-in at a Greensboro lunch counter or a boycott against the bus company in Mobile, to the more violent and anarchistic activities of the Students for a Democratic Society. The common thread which binds them together in a philosophical sense is that they found it necessary to go outside the law, or society's interpretation of the law, to achieve their goals of social change. Direct personal involvement is the answer to the inadequacies found in the old liberal philosophy.

The young are quick to point out that the most rational and technically accomplished society known to man has led only to racism, repression, and a meaningless war in Southeast Asia. Their disaffection with modern society is manifested in the hippie movement and in the development of radical organizations which believe that the present social system is beyond repair—it must either be ignored or completely destroyed. It is assumed that there is no possibility for constructive change within the established system. In response to the bumper sticker saying "America—Love it or Leave it," they say, "Change it or lose it."

These winds of change are not limited to student unrest, but are world-wide. Witness the ferment in the Catholic church following Vatican II. And witness the reaction of the wealthy and conservative residents of Santa Barbara, California, when they found that their Congressmen in Washington seemed to be impotent in dealing with the problem of oil seepage from extended off-shore drilling. They adopted confrontation politics with sit-ins to block oil trucks, and made non-negotiable demands at City Hall in an effort to redress their grievances.

All of this, of course, is an over simplification of very complex problems. But the issues are real and must be dealt with. In some areas we have not been without success. In many parts of the country it is no longer possible for engineers to make unilateral decisions concerning the placement of freeways through metropolitan areas, and the Federal government has learned to respect the views of conservation groups before leasing timber lands or constructing airports which would seriously upset the local ecological balance. Most of this concern for the environment is a result of patient political persuasion within the established system of government, however, just as in Santa Barbara, we can see repeated newspaper accounts of matrons and housewives interposing themselves between a favored glen of trees and the threatening bull dozer or chain saw.

On the environmental front we do seem to be making progress. There is continual evidence that we as a people are no longer willing to surrender the quality of life to economic advantage, or to insensitive design. In highway construction, considerable attention is now being given to taking advantage of the natural features of the land for aesthetic purposes, rather than using the old Euclidean practice of simply following the shortest distance between two points. The Supervisors of the City of San Francisco have voted to eventually pull down an elevated freeway which is reasonably efficient, but violates the view of the bay from the city. It is to go underground. In subway construction it is encouraging to see the development of new interdependent relationships between engineer, architect, artist, sociologist, and urban planner. This is a considerable change from earlier days when practically no attention was given to the question of human environment; it was wholly an engineering problem.

Continuing in the positive vein, it is obvious that what has been said about the views of some students concerning American society has ignored our successes, particularly in the economic area. We do enjoy tremendous prosperity in this country—it is indeed an affluent society, and we do enjoy political freedom in most sectors of society. It has been pointed out that the absence of economic pressure has been one of the largest contributing causes to student unrest; they are not under the dominant constraint of wondering where the next check is coming from, as was true of earlier generations. Being economically secure, they are able to turn their energies and attention to social matters, such as the distribution of the national wealth.

It can also be argued that liberalism, while not producing the New Jerusalem, has been reasonably successful in getting government to respond to the needs of social change. However, in a democracy, political compromise is frequently necessary—politics being the art of the possible—and in adjudicating the conflicting claims of interest groups, we will probably continue to fall short of any complete or absolute solutions as seen by either conservative or liberal factions.

I have been talking of students and their involvement with social issues. As the University is the institution in closest proximity to students it is natural that they turn to the organization most familiar to them for answers to some of their most immediate problems. In other words, the university itself should be an instrument for social change. During the past few years we have seen repeated instances of protest against the war by insistance that the university abolish ROTC, disengage itself from defense-related research, and bar recruitment efforts by the CIA, the Dow Chemical Company, and the military. We have seen protests against racism by demands that the university quickly expand the proportion of students from minority groups and establish special ethnic studies programs for their benefit. The universities have been asked to divest themselves of securities issued by companies doing business with South Africa, and demands have been made that physical plant development should be suspended if it will necessitate the demolition of homes occupied by minority groups. Implicit in all this activity is the concept that students themselves must have a greater voice in the governance of the university and its educational programs.

In addition to issues of interest to students, it is apparent that universities have the competence to answer many of the pressing questions which are related to major social problems. In a post-industrial society, the university finds itself at the center of efforts to produce social change. In fact, the continual probing and questioning of natural phenomena and human experience is the primary function of the university. Forty years ago the popular image of the professor was that of an amiable, but impractical, individual—totally incompetent to be trusted with any of the trappings of power. Never having won an election or met a payroll, academics were practically invisible on the political scene. The demands of modern society have, of course, resulted in a dramatic change. The intellectual contribution of the professor is now indispensable in the workings of government and of our economic and business system. Thus, we find an intramural and an extramural impact of the university on society.

Former conflicts between peasant and feudal landowner, worker and capitalist, now involve a society which is attempting to develop new sources of energy, new technologies, and new modes of economic and political behavior. In the words of Clark Kerr, "technology has moved beyond the harnessing of wind and steam and, in the course of doing so, has thrown up a new intellectual class. The campus has taken the place of the farm and the factory as a prime locus of social conflict." It is within this locus that the university library must find its proper function.

I am conservative enough to believe that, as a focal intellectual institution, the academic library has the primary responsibility of collecting a representative sample of materials representative of all aspects and varieties of opinion concerning social, political and economic issues, no matter how controversial they may be. The writings of the Ku Klux Klan must be as available for study and for the independent formulation of judgment as the publications of the Black Panthers. The John Birch Society, as well as the radical social philosophers must be represented if students are to understand the nature of the world. The question of free intellectual access to controversial writing has been a continual one and will probably remain so. The virulence of censorship becomes active in direct response to social turmoil. There are some who would not think of implying that because the library has books on anthrax in cattle that it took a position favoring the disease. However, these same individuals will object if the library acquires writings which are at variance with their personally favorite social doctrine.

Other than the censorship question, academic libraries must respond to other issues in assuring that they have acquired a balance and unbiased collection. Until the past several years, ethnic minority groups in this country were almost intellectually invisible. Too many text books ignored the contribution of the black American, the oriental American, the Mexican American, or the native American to the development of this country. In the recent past, the establishment of ethnic studies programs has stimulated interest from publishers, and we now have the opportunity to bring into our collections materials which were not available formerly. In addition, social change involves the creation of history. Academic libraries must make special efforts to accumulate the ephemeral publications—pamphlets, handbills, newspapers—which are essential to the understanding of the development of history. They must continually review the subject heading structure of their catalogs to assure, for instance, that new terms such as "Chicano" or "La Raza" are provided to describe appropriate titles concerning the Mexican-American experience in this country.

There is the question of whether it is wise to establish a separate library or libraries to support ethnic studies. My personal view is that the programs are too interdisciplinary to justify a separate collection such as might be found in a branch or departmental library, although small office collections might be provided without any direct relationship to the library system. As ethnic studies are in a formative period, it is essential that some member of the library staff be assigned a liaison responsibility to work with the faculty and students involved in the new program.

One of the most interesting intellectual problems concerning the university library and social change is the question of how active it should become in supporting that change. The historical role of the library has been that of a neutral broker in the market place of ideas. Librarians, properly, have resisted attempts to force the inclusion or exclusion of books which espoused a particular political, economic, or social view. Should librarians now individually express their social concerns by leaving the job to demonstrate in protests against the war or in support of other social issues? I believe this is a matter of individual conscience and individual action. I believe that a sense of professional responsibility must come first in providing services to our academic institutions and to our colleagues and constituents. But if vacation time or leave without pay can be arranged, this should be done. However, I do not believe that the library as an institution should be used to demonstrate support for any social issue. No organization, no matter how noble its cause, has the right to expect the library to act as an institution in supporting its philosophical or political point of view.

The unionization of library staff is another symptom of social change in academic circles. Union motivation and the quality of leadership vary, just as the quality of administration in libraries, but I detect that the more responsible union efforts are being directed at inequities which the profession or the local institution has allowed to accumulate. Of primary interest to all is the question of compensation.

While library salaries have made substantial progress in the past decade, we suffer by starting from base which was ridiculously low. This base originally resulted from the fact that librarianship was dominated by women who, without the financial responsibilities of men, were largely content to work for less salary. So, today, we have a situation in which the national average of fifth-year graduates in the humanities has an average beginning salary of $900 to $1,000 a year more than the average beginning salary of librarians with a fifth-year degree. It is becoming increasingly evident that either the library administration and the university authorities must become more realistic about professional library salaries, or other agencies will attempt to resolve this problem for them.

Librarianship also seems to be in a state of transition so far as administrative concepts are concerned. The former hierarchical structure, with rather authoritarian and paternalistic supervision, is giving way to new organizational patterns. The younger breed of librarians are insisting increasingly that they be allowed to operate in a truly professional manner. This implies that their duties shall be professional in nature and that they have adequate non-professional supporting staff to take care of the operational details which do not involve professional decision-making. They want an effective mechanism which will allow them to participate in the determination of policy on the departmental, as well as the institutional level. They want an effective voice by way of peer group review to advise the library administration on personnel activity involving appointments, promotions, and appeals. After an appropriate internship, they want a release from the type of supervision which contributes little to professional performance.

The new librarian wants a dual track for salary advancement. In the past, a specialist had to switch over to administration to go beyond a certain salary ceiling. We have all seen first-rate specialists become third-rate administrators, because this is the only way they could advance financially. We need a parallel track which will provide upward financial mobility as a reward for specialists who deserve salary merit increases. This track would be similar to the teaching faculty who move from assistant to professor while teaching the same subject.

Perhaps my judgment is too categorical in assuming that all younger librarians see the necessity for these changes. But, based on my experience at Berkeley, and from what I can observe at other academic libraries, it seems obvious to me that this trend will continue until all libraries have to make decisions concerning the issues. Whether change is effected through faculty or academic status is relatively unimportant and is subject to local option. However, it is important to realize that the nature of university librarianship in the immediate future—especially in the larger institutions—will become increasingly specialized, and suitable modifications in the philosophy of staff organization will be required.

The impact of social change on the university library will present a great number of vexing problems. We will be dealing with new situations without the benefit of past experience or precedent. There will be an inclination to avoid trouble by giving in to poorly conceived proposals and pressures, and it will be difficult to adjust to new modes of thinking about how professional service might be offered. In addition to staff restructuring, we must learn to take advantage of the new techniques being generated by industrial engineering, systems analysis, and computer technology. These new management tools are necessary substitutes for the old rule of thumb and intuitive thinking, which most of us have relied upon for so long. Whether we like it or not, the university administration and state legislative authorities will be making increasing use of these techniques, and the library must be in a position to respond intelligently.

I am by nature an optimist. At Berkeley, this helps. But I am convinced that the university library can and will make an effective response and contribution to social change. Our responsibilities are too important to have us think otherwise.

The Phantom of the Library: The Creative Subject Specialist

BY RICHARD H. DILLON

What exactly is wrong with libraries and librarianship in this presumably enlightened decade of the 20th Century? Well, I would say virtually the same things that were wrong, alas, when I personally entered the profession in 1950. (*Le plus ca change, le plus c'est la meme chose.*) And, probably, just about the same things that were wrong when Melvil Dewey made his professional debut.

Now, as then, there is not too much wrong with libraries that a good transfusion of money won't cure. But the ailments of a meek, acquiescent and often stifled library profession—that is, of the personnel involved—necessitate much more than the application of poultices of cold cash to bring the patient back to the pink of condition. According to William Dix's American Library Association theme of 1969 libraries are "Resources for Human Understanding." To President Dwight D. Eisenhower they were institutions which "guard the wisdom of the past and kindle the ideas of tomorrow." We know pretty well what libraries are; but we are certainly confused as to what librarians are, or should be.

The personnel manning these bastions of culture compose a loyal lot, to be sure, but they are better at fighting rear-guard actions or

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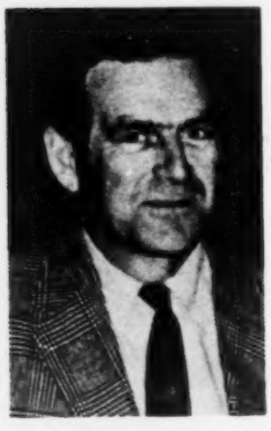

Richard H. Dillon, Librarian of the Sutro Library, San Francisco, California, delivered the sixteenth lecture on April 17, 1970. He received an A.A. degree with honors, an A. B. degree with honors in history, an M.A. degree, and a B.S. in library science from the University of California at Berkeley. He is a member of Phi Beta Kappa. He has taught at the University of California at Los Angeles, the University of San Francisco, and the University of Hawaii. He is author of a number of books including: Embarcadero; Gila Trail; Shanghaiing Days; California Trail Herd; The Hatchet Men; Meriwether Lewis, **which received the Commonwealth Club's gold medal for the best book about California, 1966;** J. Ross Browne; The Legend of Grizzly Adams; Fool's Gold, **which was the winner of the silver medal of the Commonwealth Club of California, 1967.**

from defensive positions than taking the battle to the enemy with frontal attacks on ignorance. Most librarians (to mix metaphors madly by switching from military science to physics) prefer centripetal library service to the centrifugal variety; they would wait for business to come gravitating in along the line or curve of least resistance rather than going out to missionize, in ever-widening circles, a clientele both real and potential. Perhaps it is because we are too conscious of the value of the treasure in our charge, that which John Ciardi called "the memory of the human mind," and are so overly protective that we are unwilling to share it with our library patrons to whom it belongs equally.

Certainly, one reason for the mediocre esteem in which we librarians are held generally by the public is the fact that so many of us "harmless drudges" (to use David Kaser's terms) are skillful only at guarding past knowledge, and inept or uninterested in interpreting it for patrons in order to kindle fresh additional ideas to add to the cultural trove. Why is this? Partly, at least, it is our conditioning, our training both in library school and in the school of experience on the job. To borrow from the hip vernacular, we librarians are "groovy." Most of us are most at home in well-worn professional ruts or grooves. These are often of our own making but usually are deepened for us by our administrations. I fear that few of us would escape them even if we could; we have become such conformists. Our cardinal sins are inattention to detail, and nonconformity; we make a virtue of busy-work and accept boredom as a part of our contracting, not expanding, universe. We take pride in how quickly we "settle down" in our job and how rarely we make waves in even the most local of puddles. As Stanley D. Gutzman pointed out in an article titled "Career-Long Sabbatical," although we inhabit a near-perfect environment for creativity, we find our profession—absolutely incredibly—to be simply not geared to the encouragement of truly intellectual pursuits. As Mr. Gutzman says, "it is a profession where all levels from beginning cataloger to director tacitly acknowledge technical and administrative work to be *the only acceptable forms of work*." (And he properly emphasizes his horror by italicizing the last, damning phrase.)

Would I care to list the ills which beset the profession today? Indeed I would, but to list every one would take not an hour but two months—and I get only three weeks of vacation. So I shall forego a complete diagnosis and devote myself to one complaint and remedies for its cure. However, you will find all parts of librarianship so inextricably linked in an almost ecological interrelationship that I shall be bumping into academic status and continuing education, and so forth. These are all entangled with my subject, and well they should be.

My title, "The Phantom of the Library," was suggested by the poem "The Phantom," by Bruce Resseguie of California's Kern County Library which appeared in *RQ* for Fall 1969. A poem which begins—

The chair was quite empty, No one was around
To answer my question on books to be found
This may amuse you, but makes me quite nervous
'Cause signs all 'round the desk proclaim "Readers Service"

and ends—

Is it true Readers Service was just a nice place,
To put an old desk in a still-empty space?

By dictionary definition a phantom is an apparition, a specter or ghost. Better yet for my purposes, he or she is "a being having appearance without substance." Since the particular *phantasma* in which I am interested is the library's subject specialist or, more accurately, the library's competent and creative subject specialist, I prefer the last definition. It covers not only the unmanned or possibly abandoned Readers Advisor's desk but also that post, or the Reference Desk or whatever, when occupied by a librarian or other member of the staff who is way out beyond his or her depth, dog-paddling, as it were, over the Mindanao Trench.

The person I am looking for in the flesh—not in the ectoplasm—is Lester Asheim's something-extra librarian, described in his seminal essay in the October 1968 *ALA Bulletin*, "Education and Manpower for Librarianship." He is Asheim's "professional specialist" and Jacques Barzun's "librarian reader-and-teacher" rolled into one. One of the major reasons for our difficulty in securing faculty status for academic librarians is the shortage of these specialists, "live and in the hide." Small wonder we have not had much luck in this quest; if all we know is operations, technique instead of content, how can we possibly expect to be accepted as equals by distinguished professors of history or holders of a chair in English?

If I am really out of touch and the Readers Advisor idea is a dead drake of librarianship, forgive me. At least I have the consolation to know that it was a case of suicide, not murder. The profession is full of poor-mouthing, chiding and self-flagellating (such as I am doing right now, alas!) but also full of suicidal tendencies and death wishes in terms of professionalism. We *nostra culpa* ourselves into a catatonic state worthy of phantoms, although our cerebellums keep working so that we do a pretty fair job of filing and ordering and cataloging and generally organizing the increasing flow of communication just as lizards keep on flopping about after their heads are cut off.

But enough of self-chiding. The reason for the ghastly state of subject specialization in librarianship is to be found in a compound of our traditional professional insecurity—almost genetic in its pervasiveness—and in a misplaced ideal of librarianship philosophy. The latter is that we can train people in one graduate year to become "generalists" in many areas of knowledge. Bunk! We can grind out "superficialists," but you just don't find Renaissance men around our library schools. We are producing young librarians with a smattering of ignorance in many fields and an expertise in none. No wonder that some students and public library patrons treat us with pity or, if they lack compassion, with contempt, as superclerks, when we cannot even understand their questions, much less come up with the answers.

The cure is simple enough. We must turn phantoms into humans and superclerks into real librarians. We can flesh out these specters by making them truly experts in some small field of knowledge but at the same time well-read and *au courant* generalists in a half-dozen other fields. Yes, we can have our cake and eat it too, if we can take the heat which goes necessarily with such a change of recipe in our library schools. I am convinced that we can not only make students into subject specialists and subject generalists at the same time but that it is absolutely essential to the enhancement of our profession. Too little subject competence spread far too thinly over too many areas of information and knowledge has made librarianship a sub-profession. The generalists-not-specialists doctrine in library education, as presently implemented, is a humbug. It has been disastrous to growth, whether individual or in terms of the profession at large.

Running through librarianship for many years has been a kind of subliminal understanding that we are servants of scholarly men, hand-maidens of culture, not co-equals with those who research and who create. This self-limitation has acted as a governor on the speed of our progress, as blinders on our vision. We can be the peers of our patrons, however serious and studious they may be, if we set out to create a partnership. But we must bring plenty of collateral in the form of education, training, knowledge. And to realize this we must reform library education and on-the-job training from the very start. It must involve library school deans and top-level administrators of libraries.

I realize, of course, that all of this is nothing new to many of you. But the very fact that I must repeat these points in 1970 should give you pause. In the past we have always said, "But what can one person do?" "*Beaucoup!*" is my answer. Badger your librarian and library school dean with advice, letters, phone calls. Join a committee on campus or in ALA. Write articles. Give lectures. *Spread the word.* We must make this profession more humanized, more innovative, more creative than we have made it. We must create a new breed of librarian. Get over the message to administrative-type librarians that it will save money to do these things, not waste it. If we can improve the competence of our bona fide librarians, we can unchain them from their desks and junk the time-clock. We can assign their clerical tasks to clerks and judge our librarians not by their seniority, the brevity of their coffee breaks, or the total number of sick-leave hours unspent, but by their true merits—their productivity, the quality of their work, the level of their service to patrons, and their own professional growth.

Now I know that merely training subject specialists in library schools is not going to change the profession overnight. But it will help. And we can accelerate the change by letting our working librarians return again to the Pierian spring for a fresh draught of knowledge. Continuing education is essential to the success of such reform. After all, it is what libraries are all about. What could be more absurd than to have the very advocates and "practitioners" of the library form of continuing education shut away from the latter as much as possible? There are few provisions for professionals to engage in formal education, once on the job. Even the informal variety—which we "sell" as our major product—is usually closed to us because of the heavy loads of routine busy-work. Even the most troglodytic of library administrators realize by now that library school should be the beginning of one's professional education, not the end and all. Meaningful workshops and short refresher courses should be as frequent as summer thunderstorms and readily available if not downright obligatory. Released time for study and attendance at conferences—and not just library conferences—is a "must." Sabbaticals and shorter educational leaves are essential if we are to grow as professionals.

The leaders of library administration and education must *fight* for these measures, absurdly designated by some as "fringe benefits" as if we are talking about a staff bowling alley or tickets to Disneyland. These are essential elements in professional growth and must be fought for like salaries, budgets, and new wings on buildings. If the profession's leadership does not fight for these things, then this talk is just so much more wind in the rigging—and we have had plenty of that. We shall remain a para-professional guild of superclerks protected economically by civil service or even the security or "tenure" of apathy and submissiveness, but starved professionally.

Knowing librarians, I am sure that longer vacations would not mean more six-packs and TV-viewing but the chance of taking a summer session course for perhaps the first time in 20 or 30 years. It will permit travel which, for all the cliches, is indeed broadening to the intellectually curious. This has long been realized by our colleagues who have pre-empted the term "education" when they mean pedagogy. For the educators we call librarians will profit too, from these refreshing changes of pace and may well metamorphose into the new librarians envisaged by Jacques Barzun. These will be men and women who will advise students (with knowledge), lecture groups seeking knowledge, and consult with teachers and other scholars who are developing knowledge or imparting it to others.

This is not some kind of pie in the sky scheme. Even grammar school teachers in many California school systems enjoy long vacations, leaves, sabbaticals and that great incentive which we *must* adopt—salary increments based on advanced study. Money can be found by abandoning technological boondoggle programs chiefly useful in selling hardware, and by seeing to it that there are only enough librarians in an institution for the *professional* work and that clerical duties descend to the clerical staff. We shall probably find that we can do with even fewer professionals than we have now, *if* the workload is properly redistributed and the distinction between professional and clerical duties drawn and observed.

Caspar W. Weinberger, Chairman of the Federal Trade Commission and ex-Director of Finance for the California State Government, was the keynote speaker at the December 1969 annual conference of the California Library Association. He stressed the need for renewal, refreshment of vision, in librarianship as well as in law and medicine where continuing education is *de rigueur*, and he reminded us of Justice Oliver Wendell Holmes's maxim, "Your education begins when what is called your education is over." Many librarians, of course, have criticized the lack of opportunity in librarianship for continuing education and the lamentable idea that we can be educated in a one-shot experience at the beginning of our careers. We have a smattering of knowledge, to be sure, but should knowledge be so scattered, so fractured, so "smattered?" We are no better off than other unrecognized teachers—museum curators, authors of all kinds, art gallery docents, professional lecturers and national park rangers—but we are in a better position to exert some leadership in this reform of the stereotype in America of the teacher being solely a classroom instructor. (An eyeball to eyeball encounter across the Reference Desk can be a teaching—and learning—experience of the highest order, let me assure you.)

We stretch this M.L.S. year or so of graduate education beyond the breaking point. When it is pulled over a solid undergraduate base it develops rents and rips, but when it is made to cover an inadequate background it cracks and tears in all directions. Perhaps we were not listening when Gertrude Stoughton of Pasadena Public Library called this to our attention on the Coast in a 1965 article, but Dr. Louis Kenney of San Diego State College Library has reiterated her theme in a July 1969 article in the *California Librarian.* He states flatly that academic librarians seeking parity with the faculty have not earned it, have not met the latter's standards of scholarship, and must upgrade their qualifications and performances. You cannot disagree with Dr. Kenney; professional growth must be a constant thing. Therefore, as he insists, we must discard the old punch-in and punch-out, 40-hour work week for a flexible schedule which will permit not only a high level of service but professional enhancement via study (either formal or informal), by research and publication.

The library schools of this country, and especially of the West Coast, have not really been asleep. A good program was begun in the 1960s at the University of California at Berkeley, but in 1965 the plan for ongoing education was killed by severe budget cuts in a parsimonious though affluent state. It had been co-sponsored by the University of California Library School and the University of California Extension Division. Dean Raynard Swank has not given up the battle, however, as in January of 1969 one of his faculty, Mrs. Lois Bewley, wrote a draft proposal for continuing education in California, which has not as yet been implemented, to my knowledge. But it suggests a statewide office for continuing education which would develop, certify, and teach courses with "substantial content." The program would be self-supporting from fees and the sale of syllabi and other publications. I think this is a good plan, and I differ from Robert Muller who said, here at LSU, that the subject specialist can learn on the job the specialized requirements of his subject assignment. He can learn only so much within the pressure of work schedules, *and* no more. I subscribe to the idea of another of your Library Lecturers, David Kaser, who advocated—perhaps from this very podium—that libraries be staffed at a 10 to 15 percent overstrength so that sabbaticals and educational leaves could be allowed at all times. A better program than Berkeley's, I believe, is well under way at UCLA, and I shall have something to say about that a little later.

One reason for the lack of success in securing such benefits as sabbaticals and educational leaves is the simplistic proclivity of Americans for tagging, pigeonholing, and stereotyping, which I touched on a moment ago. These citizens see the only teachers in the country to be the classroom variety, "including us out." When this is combined with the McLuhanatic confusion between medium and message, reality and appearance, we find ourselves faced with an uphill fight. With too many Americans, it is the packaging that is important, not the product. It is the promise, not the delivery. We must mount an offensive against the kind of thinking that sees libraries as passive "storehouses" of information and entertainment rather than dynamic teaching institutions. Far too many patrons and even library board members probably still think of a fine library in terms of a handsome building or, at best, a large book collection. They have what the witty William Ready, Librarian of McMaster University in Hamilton, Ontario, calls our "Edifice Complex." We can consider ourselves lucky if our community sizes up a good library as one with a large collection of books manned by loyal and diligent, perhaps dedicated, librarians. How seldom is a library thought of in human terms, as a team of talented and perhaps gifted subject experts interpreting a strong collection as they dedicate themselves to serving the public with imagination, innovation, creativity and enthusiasm.

Since we must start somewhere in enhancing the image and the reality of the American librarian, why not start by exorcising the phantom of the library, the subject specialist in absentia, and replace him with the real thing? I think he is a key figure in this program of reform, because daily contact with him will win respect for the whole library just as, conversely, a weak or hostile person at a public contact point in the library does tremendous damage to the institution's image and public relations. Let's humanize him, fill out his spectral form to bring about the needed changes in education, pay and perquisites, recognition and prestige. But we must really do the job; lip-service has had it, especially with young people today who demand more than that. Subject specialists must become just that, specialized experts in botany or Latin America, literature or Africa or art, ecology or semantics. (Naturally, librarianship and pedagogy will not qualify as genuine disciplines, bodies of knowledge to be mastered.) These new librarians will not be passive servants but questing young scholars capable of making contributions themselves to knowledge as they help others.

Among the strident warnings, appeals, and harangues of modern library literature which have replaced the old "How We Did It" articles but without getting all of the "litter" out of library literature, there have been a few good articles worth re-reading in regard to needed reforms. I would suggest Mary Lee Bundy and Paul Wasserman's "Professionalism Reconsidered" in *College and Research Libraries,* January 1969; Stanley Gutzman's "Career-Long Sabbatical" in *Library Journal* for October 1, 1969; Jacques Barzun's "The New Librarian to the Rescue" in *Library Journal,* November 1, 1969; and "Educating the Academic Librarian" by Fay Blake and E. J. Josey in the January 15, 1970, *Library Journal.* I would agree with the last two authors that we are, indeed, not educating academic librarians, but would extend this vote of no-confidence to the training of all librarians. And I mean in library school and on the job. In fact, I would imagine that university library bound students are pampered a little more than the others, unless there has been a recent switch in interest to public libraries because of the urban challenges of the disadvantaged reader.

I certainly prefer Blake and Josey's term "publishing explosion" to the misused "cultural explosion" or even my own phrase, "information explosion." The proliferation of paper does not necessarily represent a vast growth of culture or even knowledge but mainly words, words, words. Some might even term it a redundancy explosion. The sheer bulk of Congressional bill-power, 30,000 acts and resolutions a year, has yet to convince me that Washington is a more cultured "scene" today than it was in Tom Jefferson's day. But the authors have a point in suggesting that the sheer overpowering mass of material to be handled demands a change in the hierarchy and the disposition of power and responsibility in the library. I rather like their idea of a "dean" of the library consulting with a score of specialists rather than a top-boss handing down ukases to a mute professional proletariat. And, of course, these specialists should include automation-men and computer experts, not only the contents-men or subject specialists.

But I depart from co-authors Blake and Josey in their seeing the need for a great shift of emphasis from service to knowledge. These two concepts are not incompatible in librarianship. It seems to me that a creative learning environment is highly dependent upon the quality of library service present, the environment. We all know good collections which are forced to do a poor job because their public desks are allowed to be manned (or, more often, womanned) by viragoes. These dehumanized temple lion-dogs drive away patrons. Exemplary service backed up by subject competence is, to my mind, the key to library growth and recognition. There is no "either/or" here. The idol which needs toppling is not Service but POSDCRB. I am not sure if the term is still taught in library schools, but it was burned into my memory in 1949 like a brand from a Texas iron. POSDCRB was, or is, the name of the goddess or bitch goddess who rode higher in the saddle in 1949 than even John Wayne. She was the goddess of Management, sacred to all library administrators and a sackful of library school deans. This ugly acronym reduced a supposed profession to a kind of bibliothecal supermarket operation. One muttered not *"Om mane padme hom"* or *"Hare Krishna"* but Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting—POSDCRB. You will note that there was no room in the term for Service or Subject Competence, much less the components of my newly coined acronym which I hope will replace POSDCRB. It is AICKE, pronounced "ache," and stands for Ability, Imagination, Creativity, Knowledge, and Enthusiasm. I humbly ask you to add Dillon's Acronym to your library lexicon. I also pray that yester-year's addicts of Management do not become zealot-converts to today's vogue of automation and computerization as panaceas—that "vulgar enthusiasm" of Will Ready's description.

In urging that the whole corpus of librarians take solid and preferably advanced training in some academic discipline, I am not only echoing Blake and Josey but also Louis Round Wilson of 30 years ago. He did not believe, even then, that a single-year M.L.S.-type graft atop four years of undergraduate work created a finished librarian. According to Dean Wilson, the librarian should be a person of imagination and initiative with a sound knowledge of library administration plus a subject field. Amen!, although I am not so keen on the mystique of management as was Louis Round Wilson.

On the other hand, I certainly beg to differ with Ralph Ellsworth's recommendations in the New Year's 1963 *Library Journal.* He felt that our libraries should be staffed with subject specialists embossed with the genuine Ph.D. degree. True, we would get a covey of scholars into the field, but at great cost. The Ph.D.efication of librarianship atop the too often stultefying (if not traumatic) graduate year of library school would kill rather than cure our poor patient. Our library schools would be littered with the corpses of Ph.D. dropouts, but I am more worried about the survivors. I think many of them would be intellectual basket cases, unable to relate to truly creative and humanistic seeking. After a rigorous and narrow discipline in methodology et al for three or four years, plus a harrowing "oral" and a turgid dissertation flecked with footnotes, many new Ph.D.'s come out of the chrysalis with their minds blown. Their intellectual curiosity has been destroyed or corrupted into intellectual nit-picking and hair-splitting. This is not the kind of specialist I want to see inhabiting the library profession. Many Ph.D.'s I have known are incapable of further research or, certainly, publication after the *auto da fe* of the Ph.D. program. Some went in as poets and came out as drones, zombies. They can turn out dishwater-dull monographs on recondite subjects in order to impress departmental chairmen possessing the power of promotion. but, publish or perish!, these are not the people we want to share knowledge with inquiring library patrons.

No, leaving aside the exceptional cases, the Ph.D. program is too narrow and deadening an experience. It is a kind of overkill, crossed with the McLuhanatic reverence for titles and degrees. We do not need the Ph.D. as a union card, nor as a symbol of survival like a Purple Heart. We need a lot more humanizing along with our specialization and the duality which I stress to make us skilled specialists with a rich generalist's background. You don't often produce this kind of person in our Ph.D. factories. The ACRL college library standards of 1959 would seem to back me up with their call for a second or even third master's degree rather than a Ph.D., and I think Jacques Barzun is of the same mind. We can cure our condition without recourse to a massive dose of Ph.D.'s. If I were to hire a manuscripts librarian tomorrow at Sutro Library, I would prefer a young fellow with a double master's degree, in librarianship and English or history, rather than a tired, winded and probably demoralized Ph.D. An alternative to the double master's degree is the

UCLA type of library school program (which I like very much) in which special credentials are granted for subject competency. I shall have more to say about this in a few moments.

Incidentally, the true subject specialist will not only be contents-oriented but will be both emotionally and intellectually involved in his work. Nor will he fear what library literature sometimes designates as "unconventional forms" of the book—films, tapes, discs, photos and so forth, as opposed to the traditional codex. Their diversity in form is really quite immaterial except in terms of their management and housing. And he will be neither awed nor cowed by automation, data processing, or even the mighty computer. He will be operating from a secure base of subject knowledge and will recognize such hardware as just what it is, a collection of tools for acquiring and storing and dispensing records conveniently, but not too hot in thinking or making value judgments. (And I think that all of you, like myself, would rather read the worst output of a reformed San Francisco Bay oyster pirate, Jack London, than the best print-out of the costliest computer this side of the Pentagon.) I think the trained subject specialist will throw off the con men of hardware, the gadget salesmen who hypnotize educationists and library-managers with such ease into believing—in a library, of all places—that the medium really is the message. (Bunk!) Much of the time, of course, information is more readily available and is cheaper in the ancient, timeless, library time-capsule we call the book than in any other format. Mark ye well the words of Will Ready, in Stechert-Hafner's *Book News* of October 1969: "It will be a long time, perhaps never, before anything so convenient, so compact, so portable, so possible to steal, hide and print in a small poor place will be discovered that will better the Book." Remember, the book is harder to destroy or to license or to censor than the TV set, radio station, or cinema. In Ready's words, books "remain our surest ammunition, our basic ration for the mind that is under fire." It is my hope that an infusion of subject specialists into librarianship will help reverse the trend of a larger and larger percentage of a typical budget going for technological gadgets to control the information contained in a dwindling number of book accessions.

Library schools must properly re-assess their programs and not just set a mindless course toward Computerdom. One suggestion: Why not drop the required year of cataloging (except for those going into classification and cataloging) and integrate a crash-course in cataloging skills within a general bibliographical course which relates these skills to the basic informational function of the library? Cataloging is not a science or a religion, nor even a black art (no matter what its devotionaries say) but a pattern of skills and techniques ancillary to the major aspects of librarianship. And with the time saved the student could devote himself to an intensive study of comparative languages, increase his expertise in zoology, and take some field work to give him a taste of life "on the outside" before he gets his M.L.S. Lester Asheim's "professional specialist" will opt, of course, for a full sixth year, mixing librarianship with an academic discipline.

It is sometimes said that most librarians are not interested in further study. Don't you believe this. Make it possible, make it worth-while and these people—already dedicated to service—will gear up their education by retraining. There have been no rewards for it in the past, and, as Dean Neal Harlow of the Rutgers Library School noted, "By the time our graduates get responsible positions, they are beaten down." Change must come, but from the top.

Without adequate subject knowledge the gap is going to widen between the keen student and the plodding librarian who has never had a refresher course in anything in 20 years. Already we are noticing an increased sophistication in the questions asked at reference desks. Students are not only familiar with new knowledge and computers but are veterans of independent study, seminars, and honors programs which the M.L.S. or B.L.S. recipient of 1950 never even dreamed of. Small wonder if the narrow intellectual horizons of a reference desk librarian stamp her as a superclerk to impatient, questioning youngsters. Nor can the weakly-backgrounded librarian expect to do a good job cataloging, ordering volumes on interlibrary loan, or weeding the collection. I was delighted to note that one of the objectives of the University of Colorado's Interlibrary Loan Institute of last October was the upgrading of the competency of librarians.

Assuming that library school deans and directors of library services do cooperate in creating these dualistic generalists/specialists, collections will be "unlocked" for patrons unaware of their value, heretofore, and book selection and collection building will not only be spread out but made more productive. The time may come when even the head of cataloging will call in the bright young thing with a degree in ecology to handle a problem in the assigning of subject headings. A bonus asset to the library will be the ease with which this new breed of librarian will be able to relate to the patron's research and writing problems, since he or she will have had considerable experience in scholarly pursuits at the graduate level. Continuing education as well as enhanced pre-M.L.S. training will pay off here in upgraded reference operations.

Since it is obvious that Renaissance men cannot be built with an M.L.S. attached, let me conclude my critique today with what will sound embarrassingly like a paean of praise for a particular library, library school, and cadre of professionals. I know that this is unseemly, indeed, on the campus of a "rival" institutional, but I would not be honest if I did not feel that the men of this particular institution have really begun to lead the way to this reinvigorated professionalism. I regret to say that it is not my alma mater, U. C.-Berkeley, but its one-time southern branch, UCLA. It was not Dr. Lawrence Clark Powell who got me into librarianship—I blundered in from so-called "education," like so many strays—but it *was* this talented maverick who kept me in and helped me keep the faith, as it were. And it was his innovative library school and his disciples (though that is a terrible word to apply to men of great stature, themselves) which began to reverse the trend of library education. These men include Robert Vosper, Dr. Andrew H. Horn, Everett Moore, Gordon Williams and David Heron.

Perhaps the first hardly perceptible ripple in the turning tide of librarianship occurred under a hot Miami Beach sun in the 1962 annual American Library Association conference. There, buried in the Library Administration Division's Personnel Administration Section, UCLA Librarian Bob Vosper gave an address which was published in the October 1962 *ALA Bulletin* as "Needed: An Open-End Career Policy." Eight years ago Mr. Vosper anticipated the changes which now seem to be in the cards. He laid it on the line, describing the typical library position and pay plan as inhibiting the intellectual growth of librarians. Why? Because, in desperation, we borrowed a work/pay pattern from business and civil service in the 1940s to replace a maze of job situations in libraries running from autocratic to anarchic but hardly ever touching down on good administration. Unfortunately, we have clung to these guidelines too long as information has exploded and demands on libraries have multiplied geometrically. We still find ourselves saddled with such business administration concepts as span of control or levels of administration and these rules of the market place are determining our positions and subordinating to office procedures such factors as truly professional or bibliographical (in the widest meaning) skills and knowledge in a supposedly learned profession.

Ironically, the route of advancement in librarianship for years has not been via the freeway of substantive subject knowledge but by the alleyway of administrative and management techniques. No wonder horizons contract around young scholar-librarians faced with a dead-end and "no place to go." Vosper reminded us in 1962 of the sharp limitations which we impose on intellectual and academic skills among librarians: "We simply have no adequate way to reward with increasing pay and prestige librarians with continually enriched specialized intellectual knowledge or scholarship. Thus, we have seldom attracted or bred such people or, when we have them, we have lured them off into administrative jobs . . . . Too few of the librarians feel the same driving urge to become truly learned, the same vitality of intellectual curiosity. Why should they, when we have not really demanded and fully rewarded comparable capacities?"

In 1962 Mr. Vosper not only called upon us to replace the "biz ad" classification and pay plan with that of the academic world, he set out to establish such an open-ended system at UCLA, replacing the concern over power and span of control with an appreciation of the level of an individual's knowledge and intellectual growth. Surely the time is overripe for the librarian with substantial background, education, skills, and intellectual capacity to be given his head, allowed to move all the way to the top without being blocked with army-like tables of organization. Surely, the time is past when we must accept those who are less gifted, less energetic and less curious into an undemanding profession; when we must turn the talented specialist into a weak generalist or a mediocre administrator.

At UCLA Robert Vosper has developed two parallel career ladders, one for administrators and one for subject specialists. Today, as much pay and prestige can come to a gifted staff linguist or bibliographer as to a systems analyst or a department head. Again luckily for us, other libraries are beginning to follow UCLA's lead, if I read the signs correctly—Indiana, Toronto, Wisconsin, and Cornell. I do not know the Baton Rouge situation, but I hope that LSU Library and LSU Library School will at least look into the UCLA plan with its two ladders and its alternatives to extra master's degrees in its School of Library Service. These are the post-M.L.S. Certificates of Specialization. Let me quote Bob Vosper as of 1962 again: "In time, we can revitalize the profession of librarianship and thus solve some of the questions of prestige and status that nag so many of us . . . . We must have scholarly librarians of genuine intellectual stature, librarians whose intellectual curiosity and search for learning do not end with the first job and the first or second academic degree."

Today, at UCLA, there are subject specialists of high rank in the following fields of the library's interests: Social sciences, humanities, Western Europe, Germanic bibliography, Medieval and Renaissance history, Latin America, the Indo-Pacific region, Slavic bibliography, Africa, the Near East, and Hebraica and Judaica.

Vosper's strong ally has been Andy Horn, Dean of the very interesting and innovative UCLA School of Library Service. In the spring and summer of 1969 the School conferred 78 M.L.S. degrees but also six post-M.L.S. Certificates of Specialization. This is how we shall produce the men and women we need to staff such positions as the "Latin American desk" at UCLA. I was delighted to see that when the fall quarter opened last year, there were 11 students enrolled in the post-M.L.S. program for advanced certificates in some field of specialization. Asheim's "professional specialists" are already beginning to arrive on the library scene.

I suppose I have not been fair to other librarians of vision in this country, like your own Florrinell Morton, or Frank Lundy, who pioneered the extensive use of subject specialists at the University of Nebraska, or Doctors Robert Gitler and Edwin Gleaves at Peabody Library School in Nashville, who created the Specialist in Education degree—a 30-hour program requiring a research-methods course and two independent-study courses, with pre-requisites being the completion of the M.L.S. degree and at least two years of library experience. There are others, of course.

But I know *best* the *West*, and hence my hat is off to UCLA more than to Peabody or Nebraska. Larry Powell saw librarians as custodians of the world's literature; therefore, librarians should be the best-read of all people. But this was not the case, as I need not tell you, when Larry started his UCLA School of Library Service. So he decided to try to make it so. If you remember his recent autobiography, *Fortune and Friendship*, you will know of his good fortune in finding that he shared an attitude with his successor—a man very different in temperament from Powell, Dr. Andrew Horn. In Powell's words, "We were in essential agreement that the school would be bookish and humanistic, would emphasize bibliography, historical and applied, and would feature content rather than technique; the *what* and *why* rather than the how."

And, after all, isn't that just about what librarianship is *really* all about?

LOUISIANA STATE UNIVERSITY
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1860